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ABSTRACT

This Newspaper in Education (NIE) Week Manual includes a variety of materials designed to help students and teachers celebrate the use of newspapers in education. NIE Week's theme for 1991 is the bicentennial of the Bill of Rights. Curriculum materials on the topic can be found in "Citizens Together: You and Your Newspaper," a set of five lesson plans written at three levels of complexity. The manual contains a handy compendium of tried-and-true ideas for improving students' reading and writing skills. The manual was originally written for NIE Week 1989, but the ideas presented are still worth adapting for local newspapers. Included in the packet are several camera-ready ads, featuring Garfield The Cat, produced in varying sizes. This year's curriculum can also be ordered in camera-ready form as well as materials produced for previous years using forms provided in the manual. (MG)

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NEWSPAPER IN EDUCATION WEEK

MANUAL
FOR PUBLISHERS AND NIE SPECIALISTS

AS 2 4530

American Newspaper Publishers Association Foundation
The Newspaper Center, Box 17407 Dulles Airport Washington, D. C. 20041
703-648-1000

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Dist.: TOP/TCP/NEC/NEW/PA/CA/S/CF

10/90 3,000

About NIE Week

ANPA Foundation
International Reading Association

Dear Newspaper Publishers and Reading Council Presidents:

In a free nation, liberties are guaranteed by the availability of information. Much of the information that guarantees these liberties can be found in the press—the thousands of newspapers across the country. But there can be no access to information, no matter how available it is, without a literate society. The goals of educators and of newspaper publishers, then, are the same: literacy and access of information.

Keeping this goal in mind, the American Newspaper Publishers Association Foundation and the International Reading Association are cooperating in a project that will bring newspapers into all classrooms throughout the country. This project is to be called NEWSPAPER IN EDUCATION WEEK and will take place nationwide March 4-8, 1991.

Only with the assistance and cooperation of the local IRA councils and newspaper organizations in all states can this project be a success. With your help, teachers will use the newspaper during the week to teach children to read—thereby stimulating these students to become better informed about the world around them.

ANPA Foundation and IRA are dedicated to motivating readership and to promoting the lifetime reading habit among young people and adults. On behalf of these two organizations, we urge your full participation in this project.

Sincerely,

James M. Moroney Jr.
Chairman, ANPA Foundation

Carl Braun
President, International Reading Association
National Council for the Social Studies

Why Newspaper in Education Week?

Newspaper in Education Week is a project jointly sponsored by the International Reading Association (IRA) and the American Newspaper Publishers Association Foundation (ANPA); it is usually held each year during the first week of March. NIE Week cooperatively involves reading councils, schools and newspapers across the United States and in major countries throughout the world. By using newspapers as a direct application or extension of the learning process, the program aims to carry over and reinforce a positive and relevant lifetime reading habit. The NIE Week program is designed not to replace, but to complement the outstanding work done throughout the year by NIE coordinators in the United States and Canada.

Newspaper in Education Week shows that:

- Through the use of the newspaper, students can become better informed and consequently better citizens.
- Newspapers demonstrate practical applications of skills and concepts covered in the school curriculum.
- Newspapers update the information contained in textbooks.
- Newspapers can be fun, and fun motivates learning. Teachers will be given the chance to explore some teaching approaches and resources that they may not have tried.

In essence, these reasons provide a solid and basic foundation for Newspaper in Education Week. This is a project devoted to enhancing the skills and content learned in the classroom through using the newspaper as part of the school's instructional program.

Children do not simply begin to read the newspaper. They need models, such as parents and teachers who are excited about reading and who share with others what they have read. Parents who are more than a face behind the morning or evening newspaper and teachers who use the newspaper as a means of enhancing the broad scope of literacy show children just how important newspapers can be. If the goals of NIE Week are only even partially met, the many worlds of the newspaper will be opened to thousands of students. These youngsters will step into tomorrow more adequately prepared to meet the challenges of our ever-changing and growing society.

What is the International Reading Association? Why is it involved in a week devoted to the newspaper?

The International Reading Association is a professional organization of approximately 93,000 members, drawn from all facets of the educational community, with programs and outreach that are international in scope. IRA is an organization that serves as an advocate and as a leader in the universal quest for literacy. It is an organization committed to service. And it is an organization whose pervasive philosophy is to focus its attention and the attention of others on the needs and interests of students and other learners.

The procedures, processes and mechanisms by which IRA's outreach is achieved are significant. Publications, conferences, journals and committees—all are methods used to implement its network of service. To these, it adds an additional component—the structural "web" by which Newspaper in Education Week will be carried out: IRA's more than 1,200 councils which function at the local, state and national levels to form the conduit by which IRA reaches out to serve.

The questions may be asked: Why a week dedicated to newspaper reading? Why not magazines or textbooks? Isn't IRA interested only in teaching young children to read? The answer is that, yes, as a professional organization IRA is dedicated to the promotion of effective reading instruction; but it is also equally and vitally concerned with fostering the "reading habit." Regardless of how well an individual reads, there is no value in mastering this skill if it is not used. The newspaper can be the ideal means by which skills and content learned in the classroom can easily and economically be transferred to a student's everyday life.

ANPA Foundation's role in Newspaper in Education Week

America's newspaper people care deeply about children—about their future as citizens and as newspaper readers. This was one of the reasons that the American Newspaper Publishers Association Foundation was established in 1961. Newspaper people know that the business they work in and the society they live in will remain healthy only if today's children learn to read, to think and to be curious about what's going on in the world around them.

ANPA Foundation has four objectives:

- To help develop informed and intelligent newspaper readers
- To foster public understanding of a free press
- To advance professionalism in the press
- To enhance minority opportunities in newspapering.

Under the first of those objectives, ANPA Foundation has been methodically building a bold program that is making an impact on children's reading skills. We call this national effort the Newspaper in Education program—NIE for short. NIE brings daily newspapers into schools to help teach subjects from grammar to geography, from social studies to science.

The Newspaper in Education program is a logical marriage between the local school system and the local newspaper to create present and future readers—two institutions working together to stimulate children to learn and to read.

During Newspaper in Education Week, the ANPA Foundation will assist in every way possible to enhance communications between local newspapers and educators as well as between the state press and education organizations. ANPA Foundation will create camera-ready curriculum materials to be used by educators during the week—material that has proven successful throughout the country.

ANPA Foundation will select a person from a newspaper to be state chairperson for NIE Week. State chairpersons will work cooperatively with reading council members to help coordinate and promote NIE Week on a statewide level. The Foundation also will promote NIE Week to all newspapers throughout the country, as liaison to both newspaper organizations and education groups on a national level. ANPA Foundation aims to help newspapers in training, promotion and curriculum.

ANPA Foundation and newspaper publishers want the young people of today to be the readers of tomorrow—to be able to read the newspaper both critically and effectively. Working together, we hope to see our future adults reading in an informed society.

Where to begin

How to use this manual

The purpose of the NIE Week Manual for Publishers and NIE Specialists is to provide a source of ideas and suggestions. A great deal has been learned during the past six years about the variety of possible approaches to the annual NIE Week celebration. Examples included in this manual have been selected from an impressive collection of success stories reported by individual Newspaper in Education programs.

Publishers are encouraged to scan the sections of this manual, taking note of NIE Week projects and activities that might be useful for their own programs. The success of special promotions during NIE Week often will be ensured by support and cooperation from top-level executives.

NIE coordinators and managers are encouraged to set up an NIE Week planning meeting with the publisher, editor and other key executives. As with the on-going, year-round NIE program, the annual NIE Week celebration requires inter-departmental involvement with clear communication among all divisions of the newspaper operation.

Newcomers to NIE will want to use this manual as a "how to do it" guide and may wish to talk with NIE specialists in other newspapers to pose questions and share ideas. Veteran NIE enthusiasts will recognize familiar components throughout the sections that have proved useful during previous NIE Week celebrations.

The three-hole punched pages in this manual should be secured in a binder to which additional pages can be added as each year's best and brightest ideas are collected and shared. Section dividers may be re-used as a means of categorizing the examples.

The newspaper's role in NIE Week

An Overview

1. Your state press association has received notification about the Newspaper in Education Week promotion and has assigned a person to work with the three-person NIE Week committee in coordinating efforts. Contact your press association if you have not yet heard who the members of the committee are, as well as to receive any special promotion materials available for local newspapers across the state.

2. Call the Newspaper in Education coordinator chosen to assist NIE people across the state during NIE Week (that name is available through your press association) to see what plans are under way to assist local newspapers. A call should also be made to that person assigned by the press association to head up the NIE Week efforts for the association.

3. While press association members and NIE coordinators have been working cooperatively in organizing NIE Week, so have state and local International Reading Association members. They have received much of the same material you have received and will be looking to hear from you or will contact you to find out what plans the local newspaper has for the week. If you have not heard from your local reading council(s), contact nearby educational offices to find out who heads up the reading council(s) in your area and arrange for a convenient time to meet to discuss NIE Week.

4. If you don't have an NIE coordinator or an NIE program, contact the American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, D.C. 20041; 703/648-1000. ANPA Foundation has a wealth of information on NIE and can send out beginner's kits and/or development plans for setting up an NIE program. Services are also available to help newspapers conduct training programs for local educators.

5. After meeting with your reading council representative, decide what activities the newspaper would like to do to help reading teachers make NIE Week successful. Some activities you may want to consider during that week might be:

   a. Offer newspapers to area schools at a reduced cost. NIE rates, according to the Audit Bureau of Circulations, can be either half single copy or half home delivery and counted as ABC circulation.

   b. Arrange plant tours for school students in your area during that week if you are presently not conducting them. You will want to decide on the size group you can physically handle in your plant and what age limit to set.

c. You may want to organize a speakers bureau and make newspaper employees available to classes that week to talk aobut their role at the newspaper. Local columnists and editorial cartoonists are among the most popular, along with editors and publishers.

d. Work with the school system by helping with teacher training prior to NIE Week, so teachers are aware of the many uses of the newspaper in their classrooms. Your state NIE chairperson for NIE Week may be able to give you the name of a local NIE person who would be willing to assist in training educators. Or you might find leading educators who have received summer training on how to train teachers to use the newspaper. Contact the ANPA Foundation if you need help.

e. Camera-ready materials and a curriculum guide have been produced and are available to local newspapers and reading councils during NIE Week. If printing facilities are not available for local reproduction of this material within the school system, you may want to have your newspaper do the printing. Last year several newspapers printed these curriculum guides on newsprint for teachers.

6. There are special promotion projects that the newspaper can and should get involved in, separate from the reading councils. Some of these ideas are:

a. Inform and promote the NIE Week project among newspaper staff persons. They should be aware of the project for speaking engagements, tours through the building, in-paper promotions, etc.

b. The newspaper should make an effort to cover school news during that week. Some newspapers last year wrote a "good news" story about schools every day during NIE Week.

c. Newspapers should promote NIE Week through house ads before, during and after the week. Several samples are included in this book.

d. Contact the state press association and state NIE coordinator heading up the project to find out what else is available to newspapers for promotion of the program to the schools.

7. After NIE Week has come and gone, your newspaper may want to send out a thank you letter to those teachers who participated in the program. This letter might also serve as a reminder that NIE is not just a week-long program, but one that can run throughout the school year. Some newspapers run house ads listing the names of all the teachers participating in NIE Week and thanking them for making the week a success.

NIE Week projects at a glance

During their first celebration of NIE Week, some newspapers select one or two projects to emphasize. With experience, a number of newspapers develop multifaceted approaches or a "total market strategy" for NIE Week. There is no perfect model for NIE Week, however, since newspaper publishers and NIE specialists decide which projects will work best for their own celebration.

1. Prepare a video or slide presentation or take an existing newspaper audiovisual into classrooms to show how a newspaper is put together.
2. Cover school news that week by highlighting the "good news" in schools.
3. Organize a speakers bureau consisting of employees from various departments at the newspaper who are willing to talk to students about their role at the newspaper. Local columnists, political cartoonists, editors and publishers are among the favorites.
4. Design a Newspaper in Education rack card to run in racks during NIE Week.
5. Prepare a list of suggestions for parents to help their children use the newspaper at home during the week.
6. Order special promotion giveaways for teachers. Some examples are: NIE teacher buttons, T-shirts, coffee mugs, chalk holders, bumper stickers (Have you seen your child reading today?), plastic paper clips, etc. Much of this material can be ordered through a circulation supply house.
7. Run radio spots promoting NIE Week.
8. Hold reading, writing and/or drawing contests during the week with prizes awarded to students by local merchants. Winners' stories and pictures could be run in-paper in a special "Creative Kids" column during the week.
9. Develop and distribute an NIE Week poster and place in each school in your circulation area in advance of NIE Week.
10. Set aside a day during the week as "No Books Day" where only newspapers are used in classrooms. Promote with a special curriculum to use during that day.
11. Run in-paper lesson plans for teachers to use during the week. Lessons could address planned stories dealing with regular sections of the newspaper.
12. Solicit and print letters to the editor written by students during the week; do the same with student editorial cartoons.
13. Work with students in publishing their own mini-newspaper tab; run it in-paper at the end of the week.
14. Publish student and teacher classified ads during that week either free or for a special price.

15. Work with your local educational television station to present a special program on newspapers.

16. Run a "design-an-ad" contest in-paper and have winners' ads run and paid for by local merchants.

17. Conduct parent and teacher workshops in advance of NIE Week so both are aware of ways to use newspapers that week. Some ideas for workshops are as follows: continental breakfast presentations to whole faculties, wine and cheese workshops in the evenings at the newspaper, or presentations to principals' meetings, local and regional International Reading Association meetings, staff development programs, PTA meetings, Chamber of Commerce meetings for funding support of special projects that week, grade level meetings, etc.

18. Design reading certificates for distribution to students during the week.

19. Send letters to school superintendents, principals and teachers announcing NIE Week.

20. Send letters to teachers after NIE Week, thanking them for their participation.

21. Run a special current events quiz daily during the week for use in classrooms.

22. Prepare a list of bulletin board ideas for teachers to use.

23. Encourage teachers to run a "target date" activity, in which students send away, well in advance, for copies of other newspapers for a specific day during the month of February. Teachers should keep the newspapers as they come in, to review during NIE Week. Thus, classes can explore the various ways news was covered in other parts of the country on a given date.

24. Hold a school newspaper fair. Individual rooms would have a hands-on display showing such things as the printing press, weather science news, newspaper recipes, new books and book reviews, art projects, etc.

25. Prepare a shopping mall display of NIE materials and classroom work done with newspapers.

Getting ready for NIE Week

NIE Week proclamations and resolutions
NIE Week news releases
NIE Week radio spots
NIE Week letters
NIE Week workshops

NIE Week proclamations and resolutions

Newspapers and reading councils announce and promote NIE Week through many avenues. Some of the most successful have been NIE Week proclamations and resolutions from state and local officials, letters to school superintendents and reading councils, radio spots and news releases. NIE Week workshops for educators serve the two-fold purpose of providing teacher training as well as helping to spread the word that joint NIE Week preparations are under way in schools, reading councils and NIE programs.

CITY OF MITCHELL

Proclamation

Newspaper In Education Week March 7-11

Pictured left is Gary J. Omernick, Publisher/General Manager of The Daily Republic with Mayor Williams during the signing of the proclamation.

WHEREAS, young people in MITCHELL and throughout America should be motivated to read and acquire the basic skills necessary for responsible citizenship; and

WHEREAS, March 7-11 by Declaration of the International Reading Association has been designated NEWSPAPER IN EDUCATION WEEK, providing a time for school organizations and educators to work together to insure educational experiences beyond the textbooks; and

WHEREAS, NEWSPAPER WEEK IN SOUTH DAKOTA will be a motivating force to encourage young people to read newspapers and find out more about local newspapers.

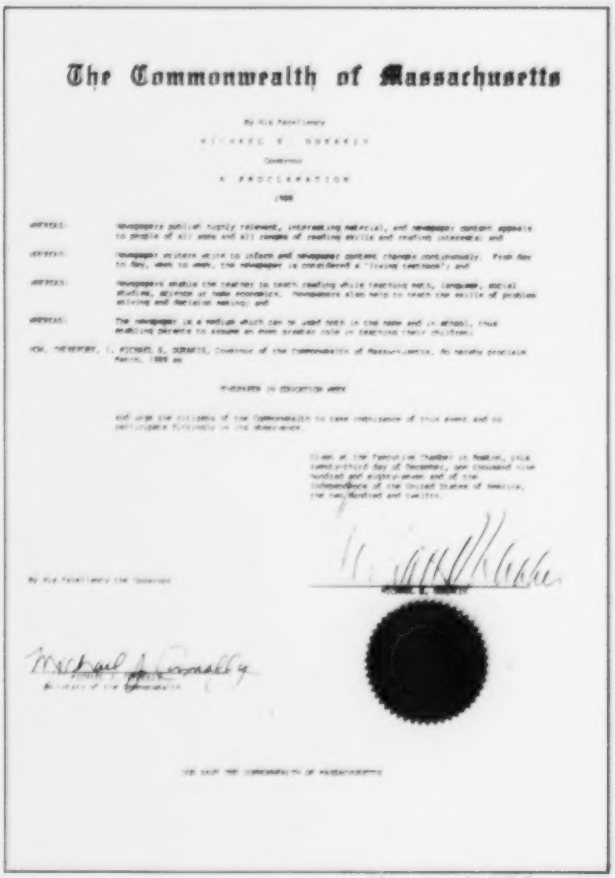
THEREFORE, I, LEONARD B. WILLIAMS, Mayor of the City of Mitchell, South Dakota do hereby proclaim the week of MARCH 7-11, 1988 as NEWSPAPER IN EDUCATION WEEK in the City of Mitchell . . . and urge parents, teachers and other interested persons to celebrate NEWSPAPER IN EDUCATION WEEK by working to promote reading a variety of material for all our state's young people.

In witness thereof, I have here unto set my hand this 1st day of March, in the Year of Our Lord Nineteen Hundred and Eighty Eight.

Leonard B. Williams

THIS MESSAGE PUBLISHED IN THE INTEREST OF NEWSPAPER WEEK IN SOUTH DAKOTA BY THE MITCHELL DAILY REPUBLIC

The Daily Republic, Mitchell, S.D.



The Commonwealth of Massachusetts

By His Excellency

MICHAEL S. DUKAKIS

Governor

A PROCLAMATION

1988

WHEREAS: Newspapers publish highly relevant, interesting material, and newspaper content appeals to people of all ages and all levels of reading skills and reading interests; and

WHEREAS: Newspaper writers strive to inform and newspaper content changes continuously. From day to day, even to week, the newspaper is considered a "living textbook"; and

WHEREAS: Newspapers enable the teachers to teach reading skills (reading rate, language, social studies, science or math examples. Newspapers also help to teach the skills of problem solving and decision making; and

WHEREAS: The newspaper is a medium which can be used both in the home and in school, thus enabling parents to assume an even greater role in teaching their children;

NOW, THEREFORE, I, MICHAEL S. DUKAKIS, Governor of the Commonwealth of Massachusetts, do hereby proclaim March, 1988 as

NEWSPAPER IN EDUCATION WEEK

and urge the citizens of the Commonwealth to take cognizance of this event and to participate fittingly in the observance.

Given at the Executive Chamber in Boston, this twenty-second day of December, one thousand nine hundred and eighty-seven and of the Independence of the United States of America, two hundred and twelfth.

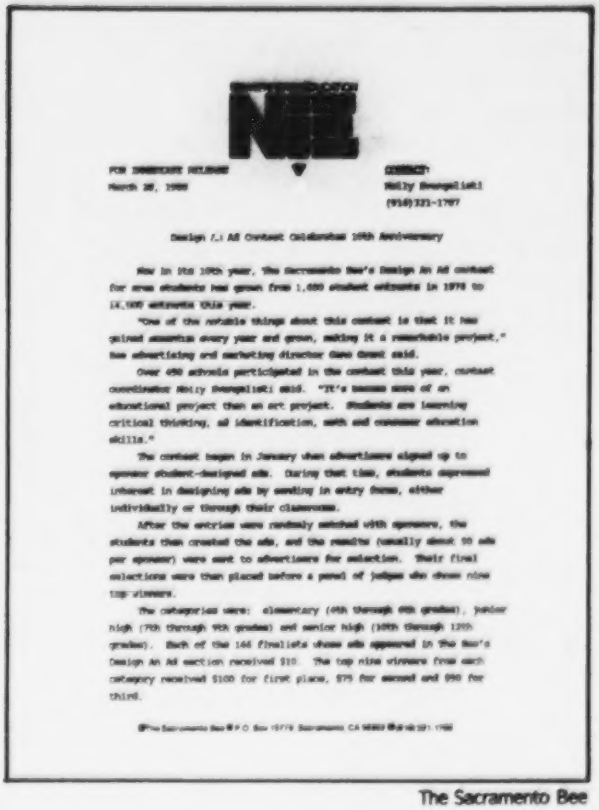
By His Excellency the Governor

Michael S. Dukakis

Secretary of the Commonwealth

Massachusetts NIE Committee

NIE Week news releases



NIE

March 28, 1989

CONTACT:
Molly Evangelisti
(916)321-1797

Design An Ad Contest Celebrates 10th Anniversary

Now in its 10th year, The Sacramento Bee's Design An Ad contest for area students has grown from 1,600 student entrants in 1979 to 14,000 entrants this year.

"One of the notable things about this contest is that it has gained momentum every year and grown, making it a remarkable project," Bee advertising and marketing director Dave Grant said.

Over 450 schools participated in the contest this year, contest coordinator Molly Evangelisti said. "It's become more of an educational project than an art project. Students are learning critical thinking, ad identification, math and consumer education skills."

The contest began in January when advertisers signed up to sponsor student-designed ads. During that time, students expressed interest in designing ads by sending in entry forms, either individually or through their classrooms.

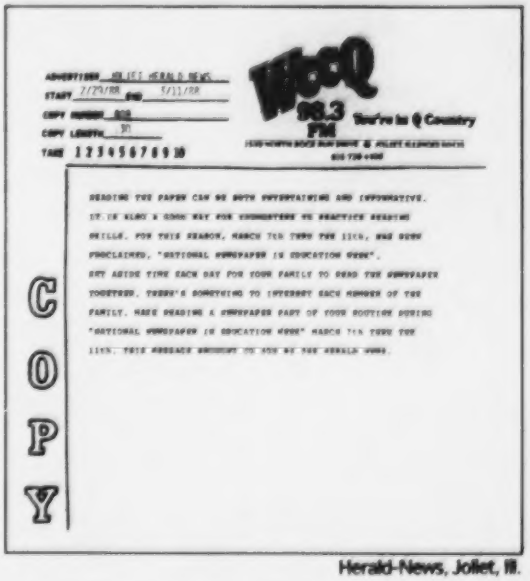
After the entries were randomly matched with sponsors, the students then created the ads, and the results (usually about 10 ads per sponsor) were sent to advertisers for selection. Their final selections were then placed before a panel of judges who chose nine top winners.

The categories were: elementary (4th through 6th grades), junior high (7th through 9th grades) and senior high (10th through 12th grades). Each of the 144 finalists whose ads appeared in The Bee's Design An Ad section received $10. The top nine winners from each category received $100 for first place, $75 for second and $50 for third.

©The Sacramento Bee ■ P.O. Box 15779, Sacramento, CA 95852 ■ (916) 321-1100

The Sacramento Bee

NIE Week radio spots



ADVERTISER JOLIET HERALD NEWS
START 2/27/89 END 5/11/89
COPY NUMBER 818
COPY LENGTH :30
TAKE 1 2 3 4 5 6 7 8 9 10

WCQR 98.3 FM "You're In Q Country"

READING THE PAPER CAN BE BOTH ENTERTAINING AND INFORMATIVE. IT IS ALSO A GOOD WAY FOR CONSUMERS TO PRACTICE READING SKILLS. FOR THIS REASON, MARCH 7TH THRU THE 11TH, HAS BEEN PROCLAIMED, "NATIONAL NEWSPAPER IN EDUCATION WEEK". SET ASIDE TIME EACH DAY FOR YOUR FAMILY TO READ THE NEWSPAPER TOGETHER. THERE'S SOMETHING TO INTEREST EACH MEMBER OF THE FAMILY. MAKE READING A NEWSPAPER PART OF YOUR ROUTINE DURING "NATIONAL NEWSPAPER IN EDUCATION WEEK" MARCH 7TH THRU THE 11TH. THIS MESSAGE BROUGHT TO YOU BY THE HERALD NEWS.

COPY

Herald-News, Joliet, Ill.

"Newspaper in Education Week"

30-second public service announcement

TEACHERS AND STUDENTS . . . THE JOURNAL TRIBUNE URGES YOU TO WATCH FOR ITS FULL PAGE ADS THIS MONTH, WHICH WILL GIVE ALL THE DETAILS OF ITS NEWSPAPER IN EDUCATION WEEK CONTEST. THERE WILL BE PRIZES FOR WINNING STUDENTS. TEACHERS WHO ENTER THEIR STUDENTS IN THE CONTEST AS A CLASS PROJECT WILL BE ABLE TO ORDER FREE NEWSPAPERS DURING NEWSPAPER IN EDUCATION WEEK FOR USE IN THE CLASSROOM. YOU CAN ALSO CALL THE JOURNAL TRIBUNE FOR MORE DETAILS. CALL 282-1535, EXTENSION 219. USING THE JOURNAL TRIBUNE IN THE CLASSROOM IS A GREAT HABIT.

NIE Week letters and brochures

MASSACHUSETTS READING ASSOCIATION

STATE COUNCIL-INTERNATIONAL READING ASSOCIATION

January 11, 1988

Dear Educator:

March 1988 marks the sixth annual Newspaper in Education Month in Massachusetts. The International Reading Association (IRA), the American Newspaper Publishers Association (ANPA), and the Massachusetts Newspaper in Education Council (MENIEC) have developed new curriculum materials for the 1988 program. These new materials focus on using the newspaper to promote and extend reading and writing skills.

Massachusetts is part of a dynamic, competitive world that needs highly literate graduates who can function effectively. Schools that provide quality instructional programs using "real" materials as an important component of the curriculum can best prepare students for that world. Newspapers provide an excellent avenue for the application of reading, writing and thinking skills in meaningful and relevant context.

The Massachusetts Newspaper in Education Council, in collaboration with the Massachusetts Reading Association and the twelve local reading councils, organizes the NIE Month program so that your school district can take part in this international newspaper event. Free curriculum materials, in-service workshops, contests for students and newspapers available at reduced rates are among the features of the program. The use of newspapers in the classroom and the NIE Month program is endorsed by Commissioner of Education, Harold Raynolds, Jr. and by Governor Michael Dukakis.

We seek your support for incorporating the NIE program into your district's curriculum. Introducing students to the information provided in the newspaper and teaching students to analyze and evaluate material read and heard in the media are primary goals of the NIE Program. For additional information please contact your local newspaper's educational services department or the state NIE Month Chairpersons: Carol Matcell, Patriot Ledger (617-786-7256), Louise Bennett, Worcester Telegram and Gazette (617-793-9256) or Evelyn Wall, MRA Chairperson for NIE Month, Norwood Public Schools (617-762-2773).

Cordially,

Evelyn L Wall

Evelyn Wall
Massachusetts Reading Association

Massachusetts Reading Association

The Record

NEWSPAPER IN EDUCATION

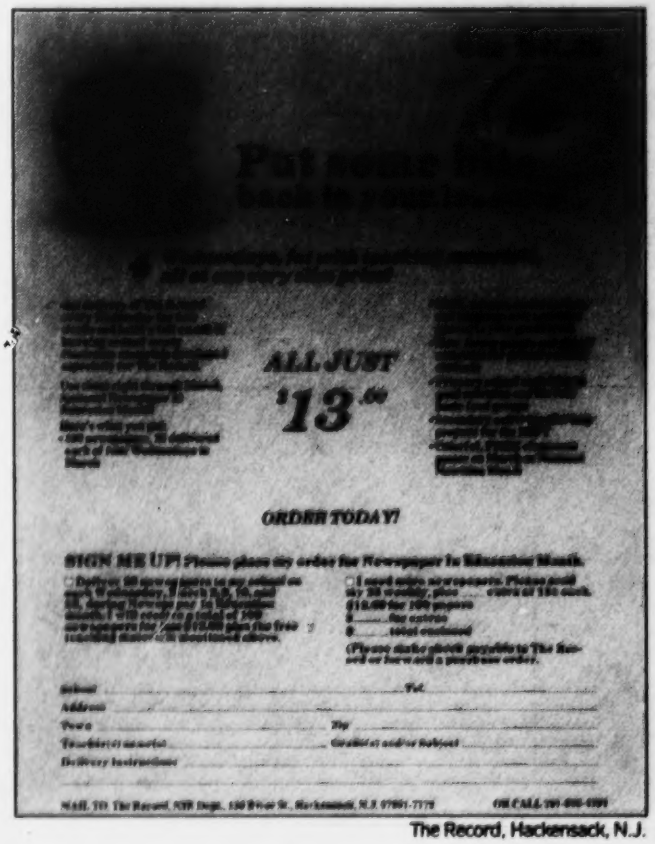
NIE

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY MAIL

The Record

Newspaper in Education
150 River Street
Hackensack, NJ 07601-7172
Attn. Marsha Dilyk



The Record, Hackensack, N.J.

nie
Newspaper in Education

Rome Sentinel Company
Education Department/Educational Services
[illegible] P.O. Box 471
Rome, New York 13440-0471
(315) 337-4000, 797-7570, 369-6004

Dear Educator:

This letter is a cordial invitation for you and your students to participate in an exciting project related to the promotion of the lifetime reading habit: Newspaper in Education Week. The week of March 7 - 11,1988, has been designated as "Newspaper in Education Week" throughout the United States by the International Reading Association (IRA) and the American Newspaper Publishers Association Foundation (ANPA).

The objectives of Newspaper in Education Week are:

1. To expose students to a variety of information found in the newspaper, information which provides practical applications for the skills and concepts in the school curriculum and information which expands and relevantly updates textbook contents.
2. To enable students to become better informed and more adequately prepared citizens.
3. To encourage students to be regular, critical readers (not only of newspapers).

In order for you to participate, what do you need to do?

Enclosed are flyers outlining the Daily Sentinel's NIE Week Special Events. Please distribute the flyers and post in a prominent location. To schedule a NIE Week Special Event for your school, just call me prior to , or during Newspaper in Education Week (March 7-11) to schedule an appointment.

Should you wish additional information, please feel free to contact me. We look forward to your participation in this exciting project.

Sincerely,

Kathleen O'Mara
Educational Services Coordinator
337-4000 ext. 274

Rome (N.Y.) Sentinel Co.

The Daily American

You're Invited

NIE WEEK
March 7-11, 1988

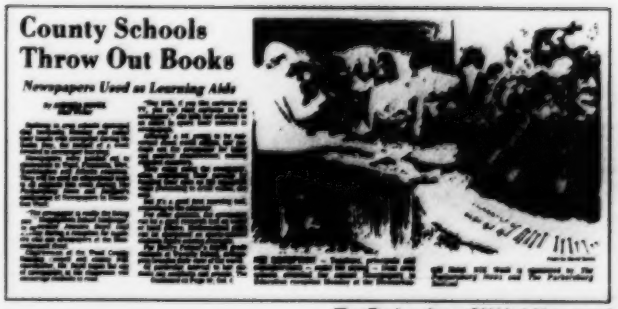
NEWSPAPER IN EDUCATION WEEK
MARCH 7-11, 1988

NEWSPAPERS MAKE THE WRITE CONNECTION

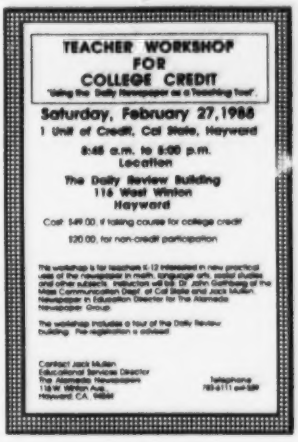
The Daily American, Somerset, Pa.

NIE Week workshops and receptions

Standard-Examiner, Ogden, Utah



The Parkersburg (W.Va.) News and
The Parkersburg Sentinel



TEACHER WORKSHOP
FOR
COLLEGE CREDIT

"Using the Daily Newspaper as a Teaching Tool"

Saturday, February 27,1988

1 Unit of Credit, Cal State, Hayward

8:45 a.m. to 5:00 p.m.

Location

The Daily Review Building
116 West Winton
Hayward

Cost: $49.00, if taking course for college credit

$20.00, for non-credit participation

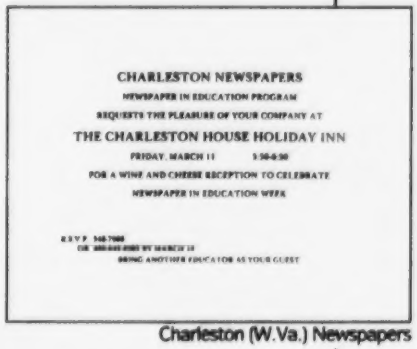
This workshop is for teachers K-12 interested in new practical uses of the newspaper in math, language arts, social studies and other subjects. Instructors will be: Dr. John Gaffney of the Mass Communication Dept. of Cal State and Jack Mullen, Newspaper in Education Director for The Alameda Newspaper Group.

The workshop includes a tour of the Daily Review building. Pre-registration is advised.

Contact: Jack Mullen
Educational Services Director
The Alameda Newspapers
116 W. Winton Ave.
Hayward, CA. 94544

Telephone
783-6111 ext.328

Alameda Newspapers, Hayward, Calif.



CHARLESTON NEWSPAPERS

NEWSPAPER IN EDUCATION PROGRAM

REQUESTS THE PLEASURE OF YOUR COMPANY AT

THE CHARLESTON HOUSE HOLIDAY INN

FRIDAY, MARCH 11 5:30-6:30

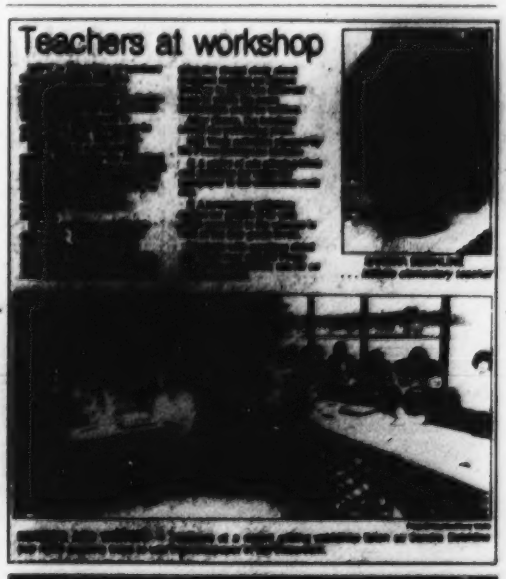
FOR A WINE AND CHEESE RECEPTION TO CELEBRATE

NEWSPAPER IN EDUCATION WEEK

R.S.V.P. 348-7000
OR [illegible] BY MARCH 10

BRING ANOTHER EDUCATOR AS YOUR GUEST

Charleston (W.Va.) Newspapers



Teachers at workshop

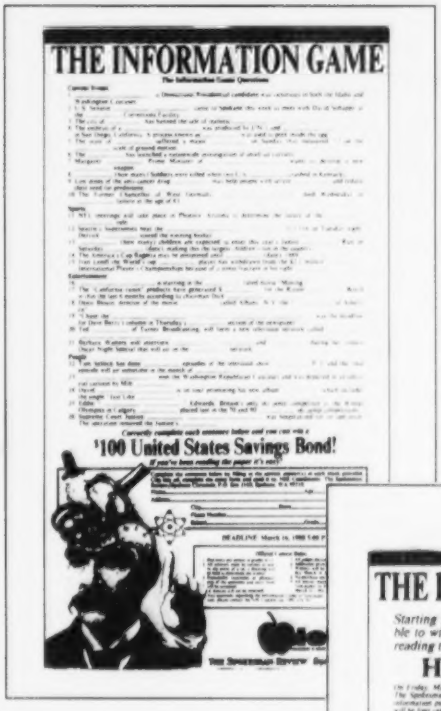
Press-Enterprise, Bloomsburg, Pa.

Popular NIE Week activities

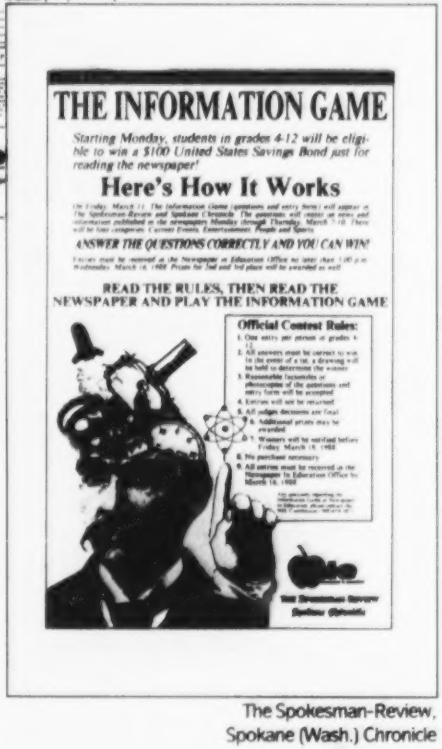
NIE Week contests
NIE Week certificates
NIE Week thematic approaches

NIE Week contests

Newspapers around the country generate enthusiasm for NIE Week by sponsoring special contests for children. NIE coordinators who run such contests report impressive results: NIE gets a big boost and often circulation rises during NIE Week. The following pages showcase various types of contests conducted recently.


THE INFORMATION GAME

$100 United States Savings Bond!


THE INFORMATION GAME

Starting Monday, students in grades 4-12 will be eligible to win a $100 United States Savings Bond just for reading the newspaper!

Here's How It Works

ANSWER THE QUESTIONS CORRECTLY AND YOU CAN WIN!

READ THE RULES, THEN READ THE NEWSPAPER AND PLAY THE INFORMATION GAME

Official Contest Rules:

The Spokesman-Review, Spokane (Wash.) Chronicle

Jungle to space

Winners named in newspaper sculpture contest

Press-Enterprise, Bloomsburg, Pa.

Popular NIE Week activities

YOUNG COOK and TRAVELLER CONTEST

NIE WEEK '88
MARCH 7-11

Open to all PRIMARY STUDENTS, GRADES K-4.
Newspaper purchase is not required.
All entrants will receive a certificate of participation, and as many entries as possible will be published in our NIE School Supplement.

Choose ONE of the following:

Draw a picture of your favorite food. Then tell us how you think it is cooked.

OR

Draw a picture of your favorite place to visit. Then give us directions on how to get there.

Directions:

Use an 8 1/2 x 11 piece of white paper. Complete the picture and drawing by using either red crayons, pen, pencil or dark magic marker. Put your name, age, grade and school on the bottom of your paper. Entries must be returned by Friday, March 18, to Lynda Jones, P.O. Box 2023, Glens Falls, N.Y. 12801.

The Post-Star, Glens Falls, N.Y.

Fourth Annual
Tucker County NIE* Week Contest
(Newspapers In Education)

kindergarteners through fourth graders
FAVORITE FOOD CONTEST

fifth through eighth graders
IF I WERE MAYOR OF

Tucker County High School students
THE BEST TEACHER I EVER HAD

Winners' entries will be published during National NIE Week, March 7-11, 1988, in
The Parsons Advocate

Deadline for entries:
all **faxed or bring entries in:**
The Parsons Advocate
212 Main Street Parsons, WV 26287

The Parsons (W.Va.) Advocate

Hey Kids...Win $$

In recognition of Newspapers in Education Week (March 7-11), The News-Sun is sponsoring the following contests for students within The News-Sun's circulation area:

Puzzle Contest
FOR ALL STUDENTS IN GRADES K-3

Sunshine Contest
FOR ALL STUDENTS IN GRADES K-6

Newspaper Parts Contest
FOR ALL STUDENTS IN GRADES 4-6

Editorial Cartoon Contest
FOR ALL STUDENTS IN GRADES 7-9

Editorial Writing Contest
FOR ALL STUDENTS IN GRADES 9-12

Create A Comic Strip Contest
FOR ALL STUDENTS IN GRADES 9-12

School Newspaper Competition
For Grades 4-8 AND 9-12

Newspapers In Education Week
THE NEWS-SUN
Lake County's Own Daily Newspaper
NIE Coordinator Sandy Kaczmaryn 249-7278
March 7-11

The News-Sun, Waukegan, Ill.

Popular NIE Week activities

NORWALK REFLECTOR

Over 150 years in the news business

61 East Main Street — Norwalk, Ohio 44857

Tips for writing editorials

Pick a subject from the newspaper that interests you.

It may be about something that happened in Norwalk, elsewhere in Huron County, Ohio, United States, or the world.

It should be a subject about which people have varying opinions.

You can give your opinion in an editorial, or simply make some personal observations about the subject.

It can be a subject that strikes you as funny, and you want to tell other people how it's funny.

I'm not going to give you any examples because some of you would use the subjects I suggest. Rather, you should look through the paper and pick your subject. Pay no attention to the subjects other students may select. Just pick one that strikes your fancy.

Main thing to keep in mind is this. If you were writing a news story about an event, you couldn't give your opinion in the story. You would have to report the story without giving your opinion. An editorial is different from a news story. You present your opinions and your arguments in an editorial.

Here's a suggestion on how to write an editorial.

State your opinion in the first sentence or two.

Then give the reasons for your opinion - your arguments.

Then close the editorial by stating your opinion again.

One more suggestion.

It's important that other people understand what you're writing about. Thus, take time to explain the story about which you are giving your opinions. Otherwise, people who haven't read the news story from which you selected the subject may not understand your editorial.

Good luck.

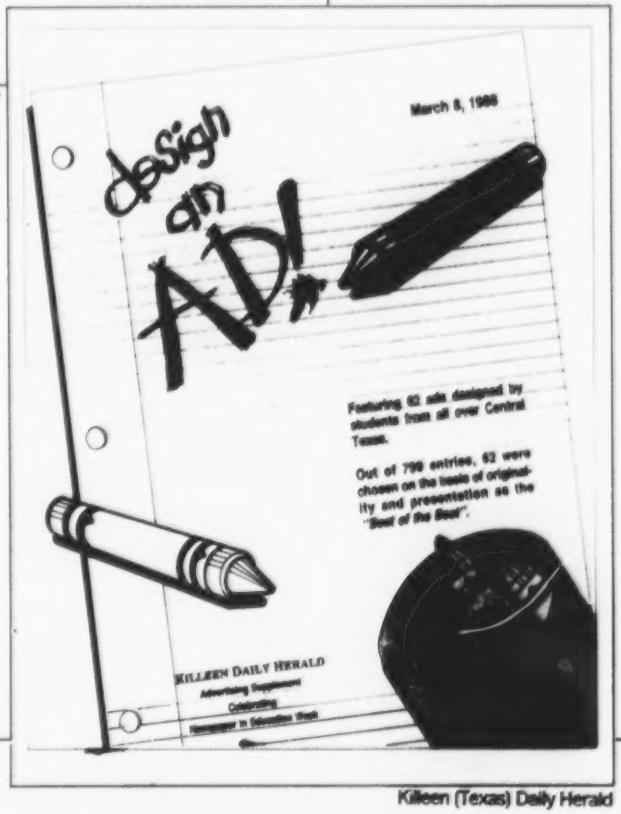
Norwalk (Ohio) Reflector

5th graders say

Start after Labor Day

Too hot in August

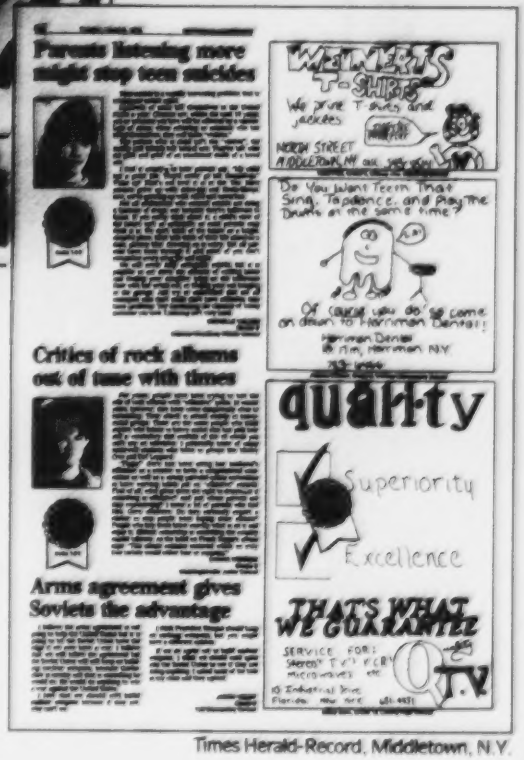
Cats not for killing


March 8, 1988
design an AD!
Featuring 92 ads designed by students from all over Central Texas.
Out of 799 entries, 92 were chosen on the basis of originality and presentation as the "Best of the Best".
KILLEEN DAILY HERALD
Advertising Department
Celebrating
Newspaper in Education Week

Killeen (Texas) Daily Herald

Standard-Examiner, Ogden, Utah

Popular NIE Week activities

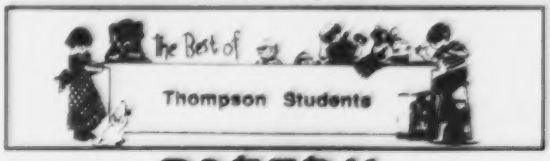


Times Herald-Record, Middletown, N.Y.

"Creative Thoughts"

NEWSPAPER IN EDUCATION WEEK

March 7 - 11, 1988



POETRY

MY DAY
A little
A little
I love to giggle
I like to play
It's such a fine day
With flowers,
And 24 hours,
It's such a fine day.
As I would say,
In my backyard
On Sunday

Written By,
Kristine Swanson
Grade 4
Truscott Elementary

SISTERS
Sisters are nice
Just like spice
They're all so pretty
All very, very witty
They're very gorgeous
Very, very generous
They love anyone
Their love weighs a ton

Written By,
Stephanie Pollard
Grade 4
Truscott Elementary

BUSTER
Buster is lazy,
Sometimes he gives
crazy.
He fights at meals,
He doesn't like wheels
He is so dumb,
He makes you feel numb

Written By,
Jason Muckow
Grade 6
Edmondson Elementary

MONEY, MONEY, MONEY
Money, money, money. It
doesn't grow on trees,
but money, money,
money I need some
PLEASE! Money, money,
money, I got some now,
but money, money,
money, It's gone
gone-ahead

Written By,
Molly Khoury
Grade 6
Edmondson Elementary

ROBYN'S RUBBER RINGS
Robyn's Rubber Rings
go round, around, and
around. They bounce all
day but they want to play
with you and me each
day

Written By,
Laura McCreppin
Grade 6
Edmondson Elementary

SPRING TIME
The warm air warms the
trees,
As the sun shines upon the
trees
Spring is a time for children
to play
Laughing and singing all
through the day.
Red and blue flowers are
blooming near by.
I'd walk to the park and
watch the kites fly.

Written By,
Jennifer Allen
Grade
Truscott Elementary

GRANDPA
He is old
But he is bold
He is over the hill
But he's not ill
He is fast,
He will tell you all about his
past.
Written By,
Allison Chandler
Grade 4
Truscott Elementary

TRY TO FLY
I wish I was a bird today
Then I could fly away
Very far away from here,
Fly far above the raccoon
and deer
I'd fly over the trees so
high,
I'd fly with the clouds in the
sky
No fuss, no cry, yes, I'd try
if I could, I would fly
Written By,
Brian Shaw
Grade 6
Edmondson Elementary

ANIMALS
Animal are big and small
And sometimes tall.
Some are skinny or fat
Except the bat
He's practically flat.
They go through trees
They fly over seas.
Animals are great
As long as they don't
use me for bait
Written By,
Mandy Wilshire
Grade 4
Truscott Elementary

NEWSPAPERS MAKE THE WORLD COME ALIVE EVERYDAY

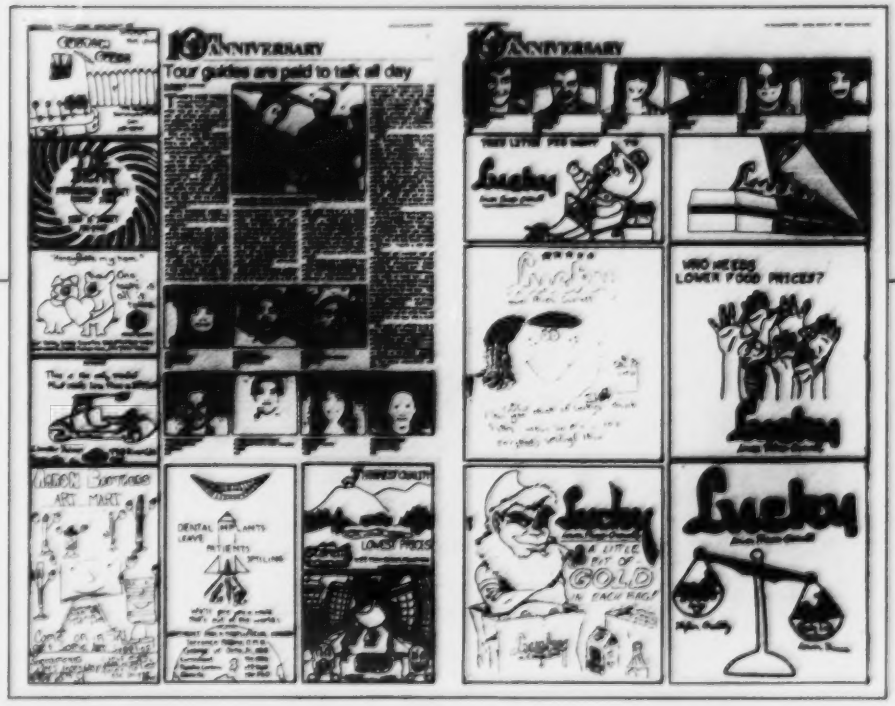
The Reporter-Herald, Thompson Schools and Community groups throughout the U.S. are joining together to celebrate N.I.E. Week.

Teachers in more than 46,000 classrooms across the country already use the newspaper as an innovative teaching tool.

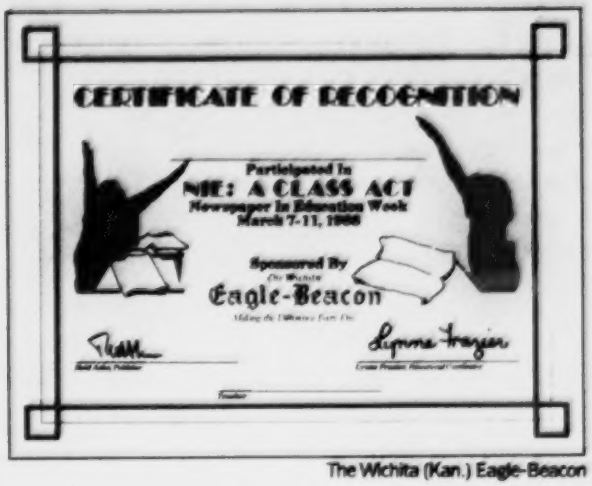
Watch tomorrow's newspaper for more "Student Creative Thoughts"

Loveland (Colo.) Daily Reporter-Herald

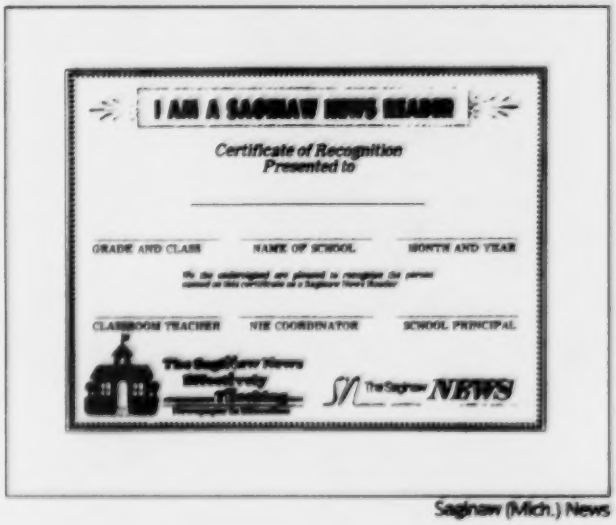
The Sacramento Bee



NIE Week Certificates



The Wichita (Kan.) Eagle-Beacon



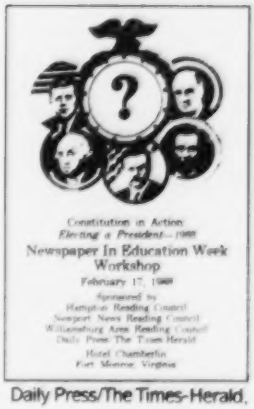
Saginaw (Mich.) News

Daily Record, Canton City, Colo.

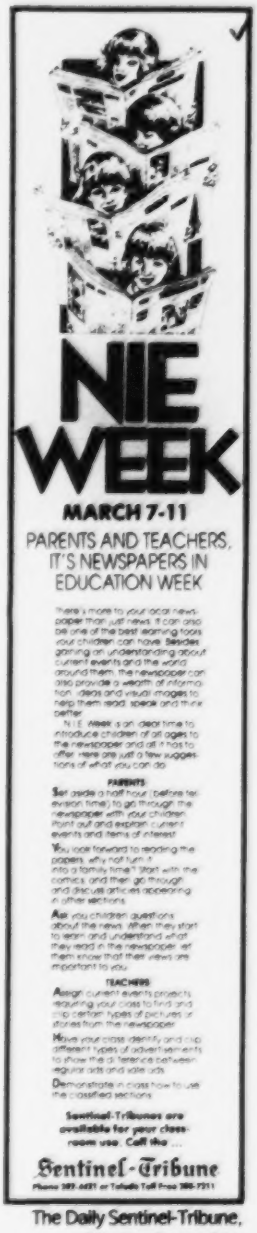
Thematic approaches to NIE Week

Individual NIE programs as well as those cooperat[illegible] in state NIE committees sometimes use a theme or slogan to promote their NIE Week celebrations. The presidential election proved to be a popular theme during NIE Week 1988. Other examples include an emphasis on parents and reading with youngsters; creating a classroom newspaper; literacy; and the partnership in education three-way sponsorship of NIE Week by schools, local businesses and newspapers.

The Blade, Toledo, Ohio



Daily Press/The Times-Herald, Newport News, Va.



The Daily Sentinel-Tribune, Bowling Green, Ohio

NIE Week in the newspaper

NIE Week feature stories
NIE Week editorials and editorial cartoons
NIE Week student activity pages
NIE Week supplements
NIE Week ads

NIE Week feature stories

Many newspapers run special feature stories and photographs about NIE Week during the week-long celebration. Topics range from overviews of the week's activities and events to in-depth reports on using newspapers in a particular approach or skill/content area focus.

Young Reporters

Grade-school students produce own newspapers

Aspiring area journalists meet their first deadline

Delaware State News, Dover

Paper provides many lessons

East Oregonian, Pendleton, Ore.

Extra! Extra! Read all about it!

Students turn out class newspapers during NIE Week

The Quincy (Ill.) Herald-Whig

Pensacola (Fla.) News Journal

Publisher names contest winners for Newspaper in Education Week

The News-Sun, Waukegan, Ill.

NIE Week in the newspaper

NIE Week editorials and editorial cartoons

Several newspapers report acknowledging the annual NIE Week celebration through editorials and editorial cartoons.

Thomasville (Ga.) Times-Enterprise

Times-Enterprise

'Keeping Georgia On Your Mind Since 1889'

Opinion and Commentary

Don Dickerson
Publisher-General Manager

Ray Willett
Managing Editor

Jane Benton
News Editor

Published Monday through Saturday at 108 South Street, Thomasville, Ga.

Page 4 · Friday, March 4, 1988

"He that findeth his life shall lose it: and he that loseth his life for my sake shall find it."
Matthew 10:39

Newspapers vital to a free society

National Newspapers in Education Week (March 7-11) is not the kind of celebration when parades take place and politicians make patriotic speeches at veterans meetings – but it very well could be.

Not everyone realizes that newspapers were once considered the very backbone of all the freedoms Americans enjoy.

Our founding fathers obviously had newspapers in mind when they were laying the foundation of our government, by making the guarantees of a free press a part of our Constitution in the first amendment.

In those days there was no radio, no television nor any electronic method of informing the people, making citizens rely on the printed word (newspapers, books, and pamphlets) for all the news.

We doubt if the word "media" as it is used today had even been invented. While newspapers are now part of that assorted group known as the media, the printed word is still relied on for in-depth and complete knowledge of any subject.

For that reason, Newspapers in Education Week is important, since it helps young people to recognize and appreciate a vital part of their heritage as free Americans.

Newspapers, large and small, across the country are participating in the effort to encourage students to become more interested in newspapers

Pottsville (Pa.) Republican

Editorial

Reading Is A Lifetime Necessity

We join wholeheartedly in the combined observation of Ohio Right to Read and Newspaper In Education week being celebrated March 7-12, and culminating in The Herald-Star — Jefferson County All-Schools Spelling Bee at 1 p.m. Saturday in the centrally located Steubenville High School auditorium.

Ohio Right to Read began in 1978 and has steadily gained in activities and participation throughout the state, always aiming at improving the reading skills of students and adults, alike.

Reading is a fundamental skill that must be mastered if one ever hopes to achieve success to any degree. At one time, reading may have been needed only by those in the so-called professions, with the common man needing only to be able to sign his name or make his mark.

Times and educational needs change. Now it is nearly impossible to be able to successfully complete any type of work assignment without being adept to read. And, as computers and word processors become more and more integrated into everyday life, the need for mastery levels of reading skills become even-more imperative ... imperative for everyone, no matter how old or how young.

Jefferson County has a very active Right to Read — Newspaper in Education week agenda. The Herald-Star is sponsoring an essay contest, providing speakers for schools, conducting tours of the newspaper plant and publishing a special "The Year of The ABCs" (Accountability, Basics, Citizenship) tabloid work book for free distribution to teachers throughout our circulation area.

Reading is not only fundamental but it is FUN.

The Herald-Star, Steubenville, Ohio

An Editorial

NACKEY LOEB

Publisher

Newspapers in Education

Newspapers in Education is our way of bringing The Union Leader to youngsters across New Hampshire, letting them share in the fun of papers, learning from them and becoming involved, and helping them to understand that newspapers are for everyone, not just for the grown-ups.

For a closer look at our NIE program, please turn to Page 3.

This is our way of saying that we believe in the young people. Give them the materials and the knowledge and there are no limits as to what may be their contributions to the world around them.

This is officially NIE Week, but our program goes on all year with publication of a monthly activities calendar, with classroom presentations, teacher and parent workshops, tours here at the newspaper, teacher activity guides and two weeks of free papers for each participating class.

EDITORIAL **Page 6**

The Union Leader, Manchester, N.H.

Leaf-Chronicle Editorials

A 'Living Textbook'

There once was a mother who was having difficulty in getting her young son interested in reading. He liked playing games outdoors and watching TV when he was inside. But she just couldn't improve upon him the importance of honing his reading skills.

Then she got an idea. She had a reading source at her fingertips full of educational yet entertaining stories on current events, sports and even television that her son might enjoy.

One day, the mother started reading an exciting story from this source to her son. Just as she reached the climax, however, she stopped and put it down. His interest piqued, he asked her how the story ended. She told him that if he wanted to find out, he would have to read it himself.

So, he picked up that day's edition of the newspaper and began reading.

...

Today marks the start of Newspaper in Education Week. The week is so designated to call attention to the important role newspapers can play in the education of America's youth.

Called "the living textbook," newspapers provide teachers and parents with a reading tool to introduce the children to the world around them.

Traditional textbooks can quickly become outdated. But newspapers are current. They reflect what's happening today in politics, religion, sports, economics, science, health, entertainment and a host of other areas.

And once children start reading a newspaper, they're more likely to want other reading materials as well.

All this is not to say that newspapers can't be fun as well as educational. What child doesn't like to follow the antics of certain comic strip characters? What young sports fan doesn't use a few math skills to calculate how many games it will take for his team to be a division leader?

Newspapers can also help children socially. Not only are they chock-full with photos, stories and advertisements on the latest fashions and trends, but advice columns can offer them help on dealing with problems as they mature.

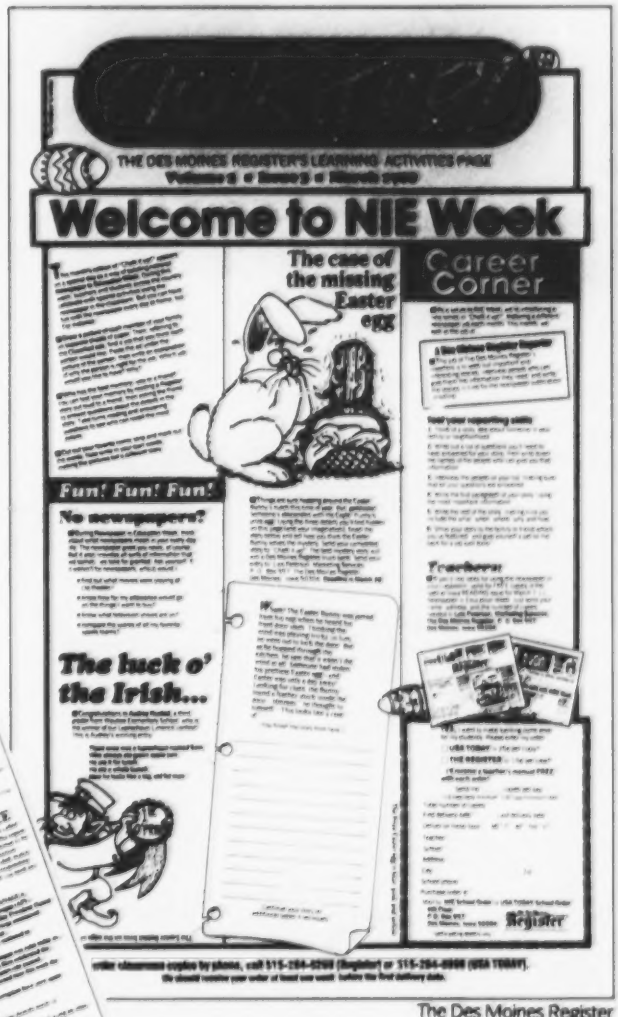
One word of caution: Newspapers are addictive. The child who frequently reads newspapers today will probably carry the habit into adulthood.

But — and we'll admit to prejudice on our part — it's a pretty handy habit to acquire.

The Leaf-Chronicle, Clarksville, Tenn.

NIE Week student activity pages

Gainesville (Fla.) Sun

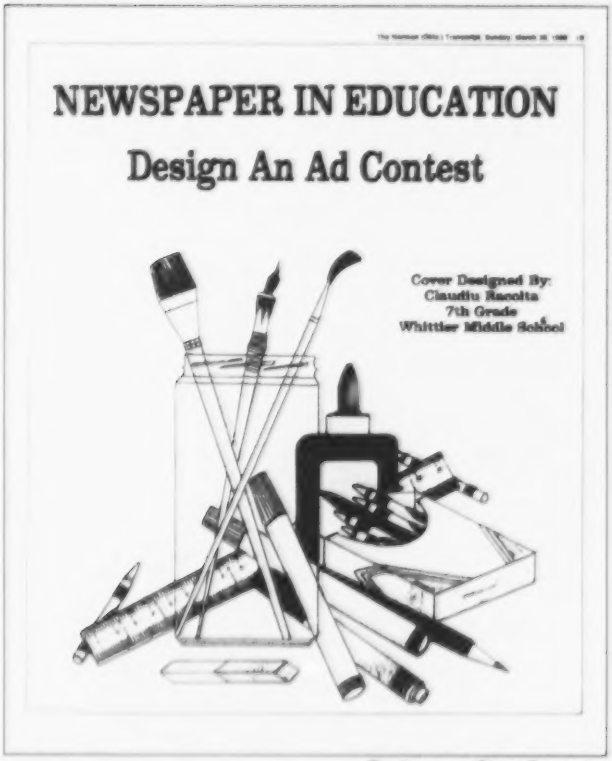


The Des Moines Register

Quad City Times, Davenport, Iowa

NIE Week supplements

Many newspapers produce special supplements during NIE Week. Some newspapers produce guides for teachers to use during NIE Week. These sections contain articles on the educational value of newspapers and lesson plans using the newspapers. Others produce supplements that showcase student work.

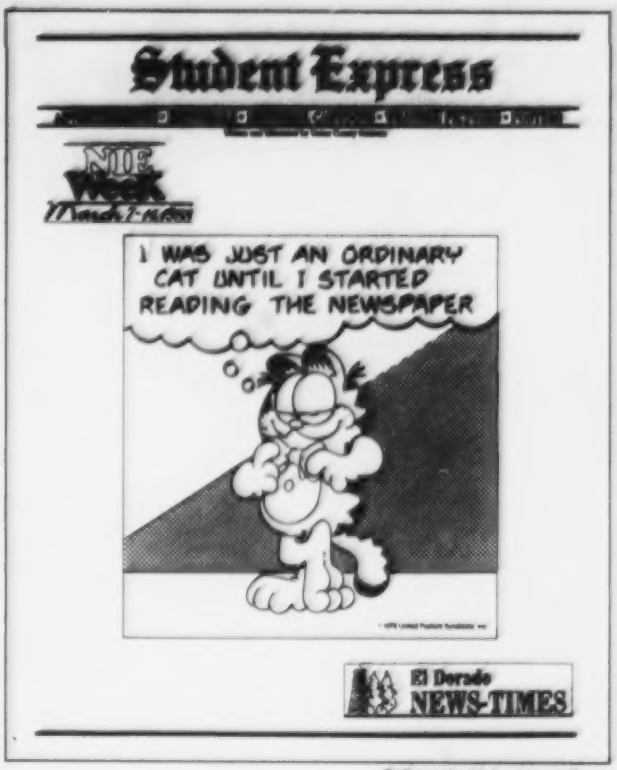


NEWSPAPER IN EDUCATION

Design An Ad Contest

Cover Designed By:
Claudia Rascita
7th Grade
Whittier Middle School

The Norman (Okla.) Transcript



El Dorado (Ark.) News-Times

Watertown (N.Y.) Daily Times

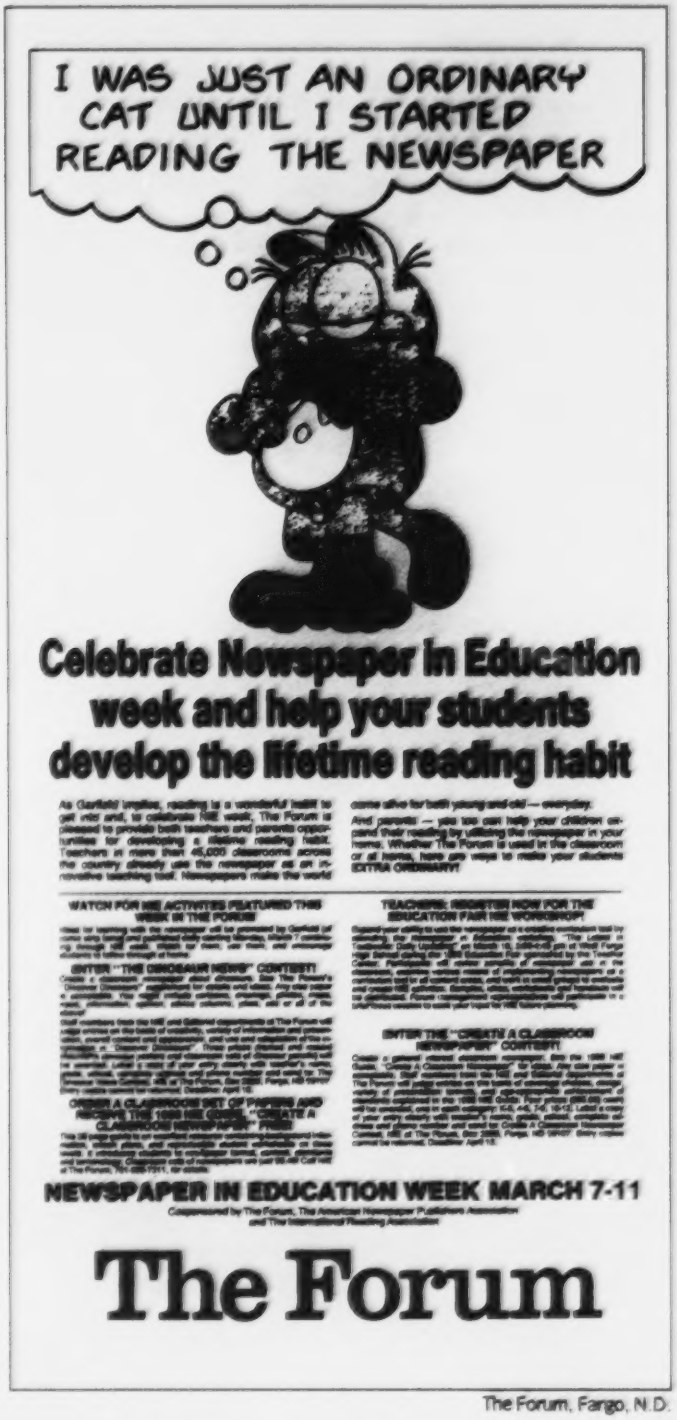
News-Star-World, Monroe, La.

The N.I.E. News

Extra! Extra! Read all about it!

Daily Evening Item, Lynn, Mass.

NIE Week ads


I WAS JUST AN ORDINARY CAT UNTIL I STARTED READING THE NEWSPAPER
Celebrate Newspaper in Education week and help your students develop the lifetime reading habit
WATCH FOR NIE ACTIVITIES FEATURED THIS WEEK IN THE FORUM
ENTER "THE DINOSAUR NEWS" CONTEST!
TEACHERS: REGISTER NOW FOR THE EDUCATION FAIR NIE WORKSHOP!
ENTER THE "CREATE A CLASSROOM NEWSPAPER" CONTEST!
NEWSPAPER IN EDUCATION WEEK MARCH 7-11
The Forum

The Forum, Fargo, N.D.

The Daily Dispatch, Moline, Ill.

Beginning March 7, classrooms all across America will be without textbooks

March 7-11 is National Newspaper in Education Week – a week designated to commemorate the vital link between newspapers and education.

During NIE Week many teachers replace their textbooks with the daily newspaper as a teaching tool for at least part of the day. Why? Because every year, more and more teachers are discovering how newspapers make classroom learning come alive.

For example, textbooks can teach students how to add, subtract and multiply. But adding them to plan a monthly budget using information from newspaper advertising teaches them how to live.

Textbooks can teach students sentence structure. But having them rewrite the headline of the comic strips makes writing an exciting challenge.

The teaching possibilities with newspapers are as unlimited as the teacher's imagination.

The teaching possibilities with newspapers are as unlimited as the teacher's imagination.

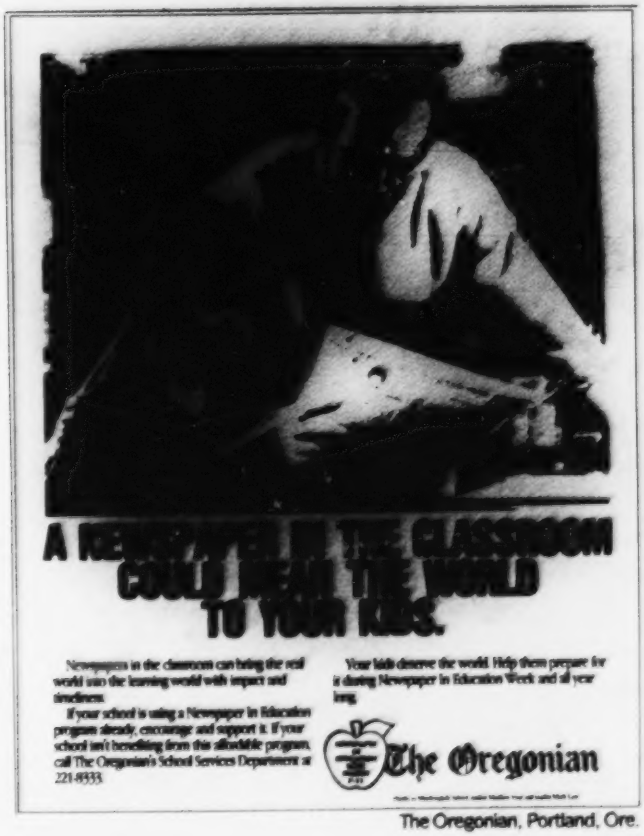
Teachers using the newspaper in more than 45,000 classrooms across the country find that:

- newspapers reinforce learning skills
- newspapers update the information contained in textbooks
- newspapers help students become informed citizens
- newspapers make learning fun!

N.I.E. Week is sponsored by the American Newspaper Publishers Association Foundation and the International Reading Association.

The Montgomery Advertiser and The Alabama Journal

The Montgomery (Ala.) Advertiser and The Alabama Journal

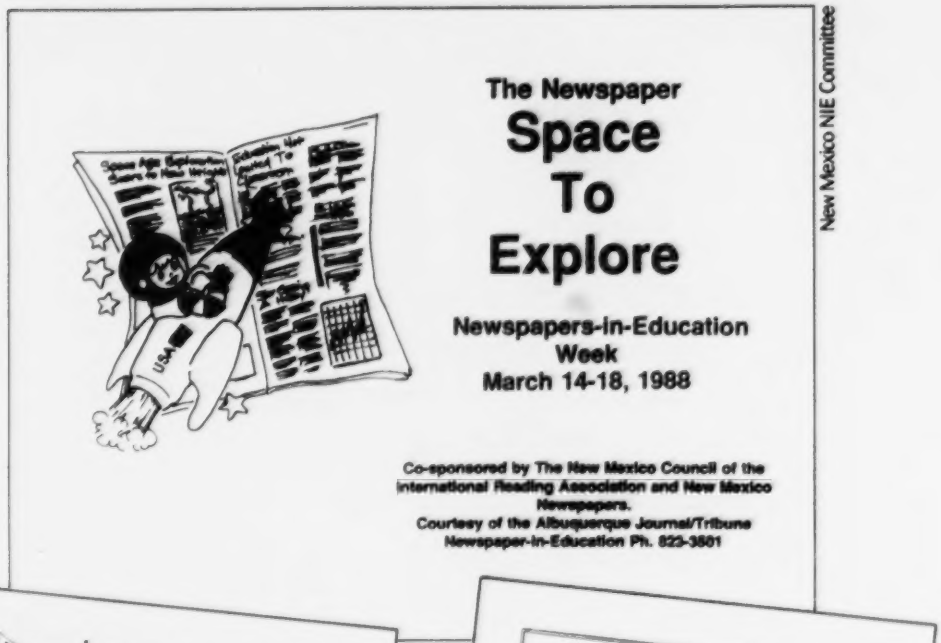

A NEWSPAPER IN THE CLASSROOM
COULD BRING THE WORLD
TO YOUR KIDS.
Newspapers in the classroom can bring the real world into the learning world with impact and timeliness.
If your school is using a Newspaper in Education program already, encourage and support it. If your school isn't benefiting from this affordable program, call The Oregonian's School Services Department at 221-8333.
Your kids deserve the world. Help them prepare for it during Newspaper in Education Week and all year long.
The Oregonian

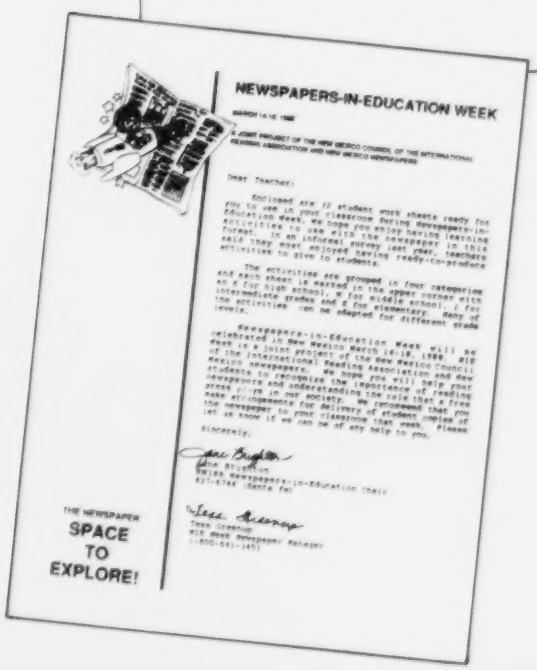
The Oregonian, Portland, Ore.

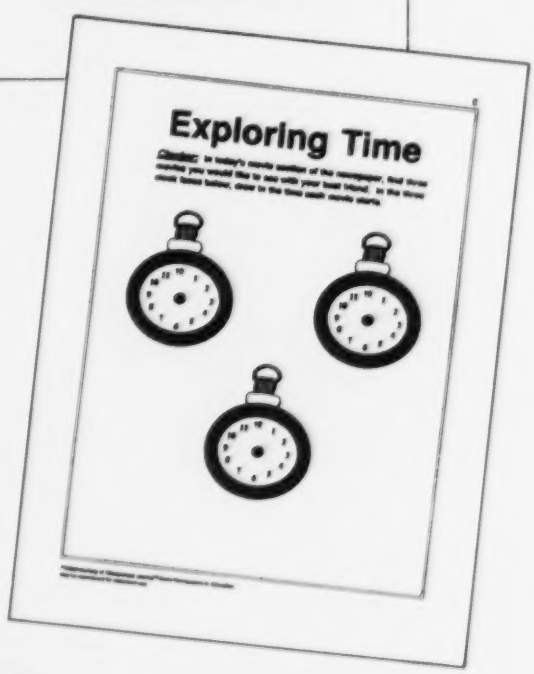
NIE Week curriculum materials

NIE Week curriculum materials

Curriculum materials (lesson plans, student worksheets, instructional posters, etc.) have become standard components of NIE Week. Means of distribution vary, ranging from publication within the newspaper to delivery of free-standing pieces by mail or courier. Some newspapers develop their own curriculum pieces, tailored to meet the needs of teachers and students in their communities. Other newspapers make use of the NIE Week curriculum offered by the IRA and ANPA Foundation. (See order form enclosed with this publication.)







NEWS TO USE
Co-sponsored by
The Chattanooga News-Free Press
and the
Chattanooga Area Reading Council
Newspaper in Education Week
March 7-11, 1988
NEWS TO USE
The Chattanooga (Tenn.) Times
Participate!
In The Reading Week 1988 Olympics
By Reading
The Olympic Pledge
Handicapped youths beat Little League
Providence Journal-Bulletin

More bright ideas for NIE Week

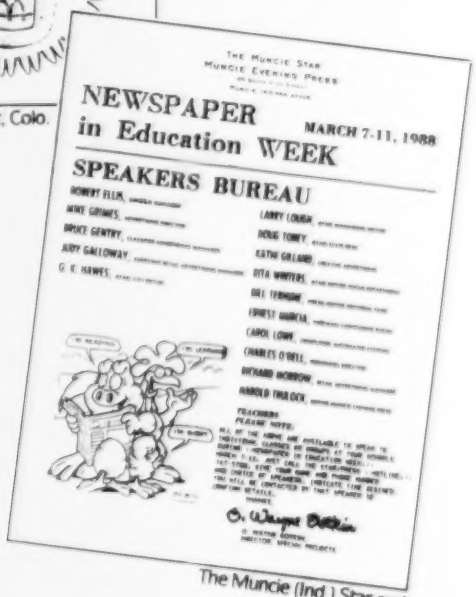
More bright ideas for NIE Week

Many newspapers develop creative and unusual items to promote NIE Week, ranging from "sniffy sticks," grape and coconut scented pencils produced by the Daily American Republic, Poplar Bluff, Mo., to T-shirts produced by the Journal Times, Racine, Wis. Others take a different approach: Killeen (Texas) Daily Herald sponsored an award for excellence in teaching, while Florida Publishing Company served cake to the newspaper's employees as a way to celebrate NIE Week.

We're celebrating
NEWSPAPER IN EDUCATION WEEK
MARCH 7-11, 1988
The newspaper is an excellent learning tool and a perfect resource for the classroom. We proudly celebrate Newspaper in Education Week, and the important contribution that newspapers can make in school and at home.
Daily Times-Call
350 Terry St. 776-2244
Longmont, Colorado
STAY ON TOP OF THE WORLD! READ THE NEWSPAPER EVERY DAY
McDonald's
1900 No. Main St.
245 So. Main St.
Longmont, CO
10¢ PLUS TAX
COFFEE
ALL DAY, ALL WEEK
March 7 - March 13

NIE Week tray liner

Daily Times-Call, Longmont, Colo.



The Muncie (Ind.) Star and Muncie Evening Press

More bright ideas for NIE Week

The Bradenton (Fla.) Herald

NIE Week apples for particpating teachers

NIE WEEK

NEWSPAPER IN EDUCATION WEEK MARCH 7-11

Local students
DESIGN FRONT PAGES

Find out more about
NEWSPAPERS IN EDUCATION

Iowa City Public Library
123 South Linn Street

It's your news.
It's your newspaper.

PRESS-CITIZEN

Iowa City (Iowa) Press-Citizen

Working with cable television to highlight NIE "stars" in your area.

NEWSPAPER IN EDUCATION WEEK MARCH 7-11

Iowa City Public Library

It's your news.
It's your newspaper.

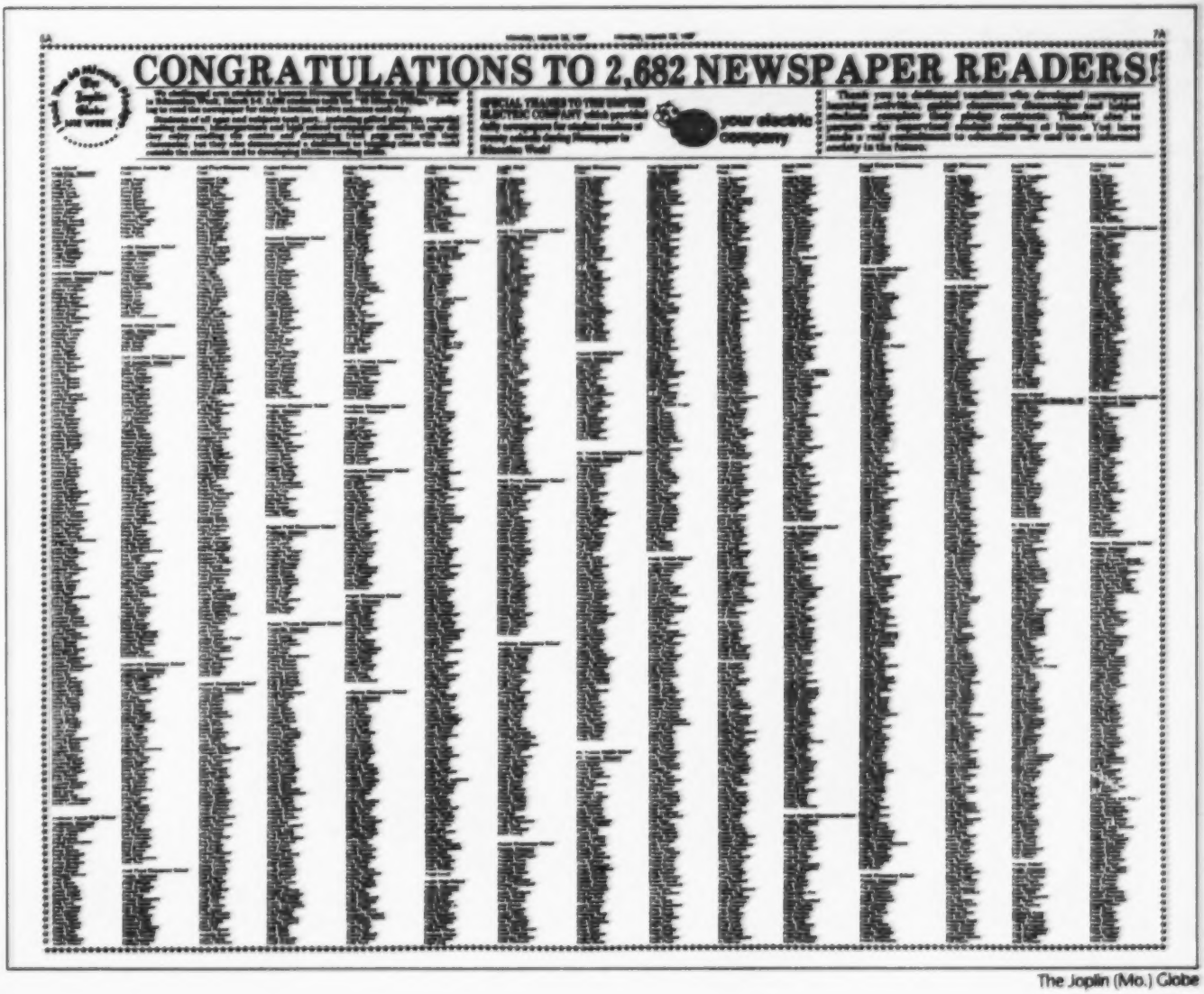
Call 337-3181 for home delivery.

Iowa City (Iowa) Press-Citizen

More bright ideas for NIE Week

I Took The 60 Minute Pledge.
The Times
NIE WEEK

NIE Week reading contracts



CONGRATULATIONS TO 2,682 NEWSPAPER READERS!

your electric company

The Joplin (Mo.) Globe

Multifaceted approaches to NIE Week

Multifaceted approaches to NIE Week

Large and small newspapers alike can develop multifaceted approaches to NIE Week in order to include events and activities of interest to different segments of the education market. Although planning this approach will take time, the resulting increase in participation will be worth it. Typical activities in a multifaceted approach include training workshops, classroom posters, direct mail fliers, special supplements, feature stories, curriculum materials, in-house advertisements and more. In 1988, several newspapers planned and implemented multifaceted approaches to NIE Week. Some of those newspapers are The Indiana (Pa.) Gazette; Worcester (Mass.) Telegram & Gazette; Steamboat Pilot, Steamboat Springs, Colo.; Hannibal (Mo.) Courier-Post; Rapid City (S.D.) Journal; Holland (Mich.) Sentinel and The Herald-Dispatch, Huntington, W.Va.

Missoulian, Missoula, Mont.

Monday Missoulian

U.S. choppers draw fire

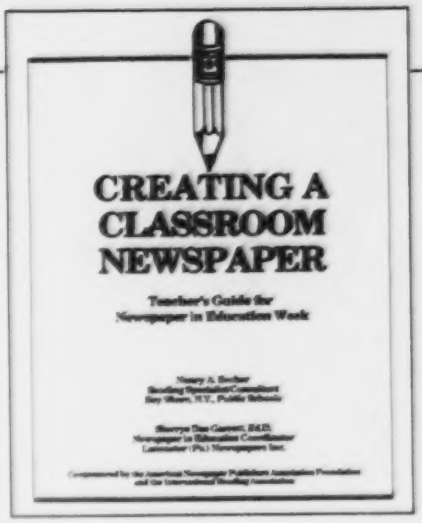
Super showdown set

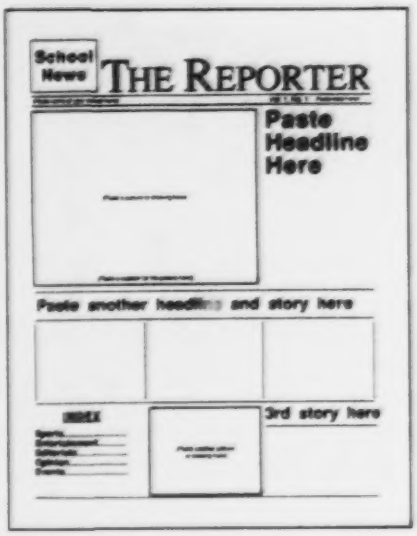
'The language of rebellion'

Hamilton teacher applies practical side of newspapers in class

Gunmen attack relief workers

OPINION
5
CAMPAIGN '88
PROMISES
Trash the treaty
Let women play
FREE
Abortion
MOM! ANOTHER REBEL IN TROUBLE... I JUST WANT TO SEND HIM TO REAL ED.
Houston Newspaper In Education

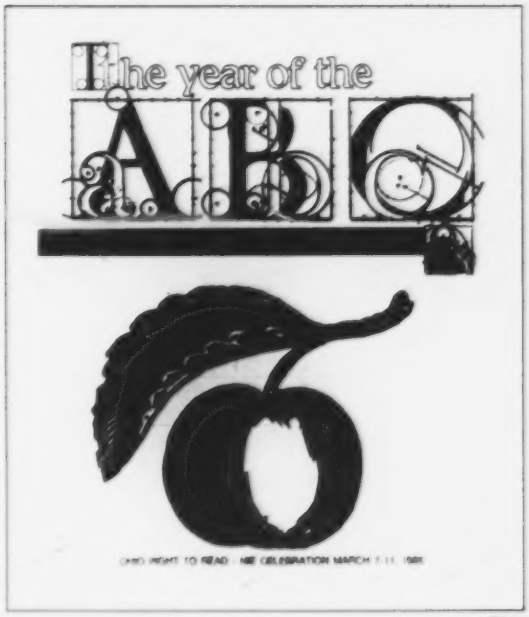

CREATING A
CLASSROOM
NEWSPAPER
Teacher's Guide for
Newspaper in Education Week


School News
THE REPORTER
Paste
Headline
Here
Paste another headline and story here
3rd story here

Certificate of Recognition
NEWSPAPER IN EDUCATION WEEK

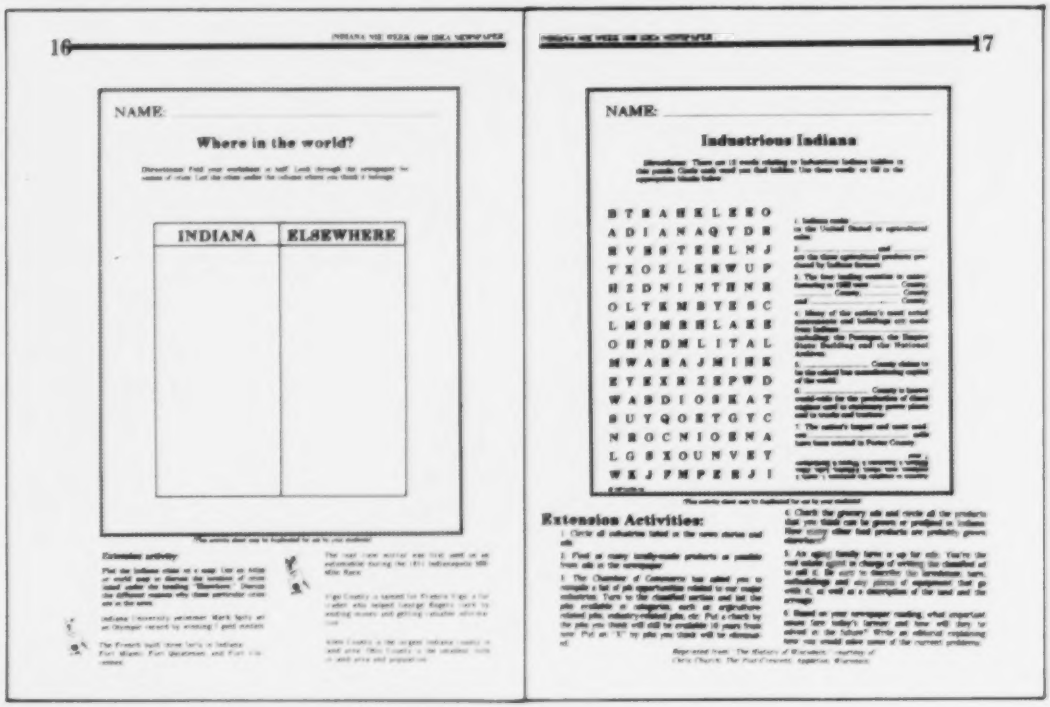
NIE Week state committee projects

Projects co-sponsored by state NIE committees for NIE Week vary from Florida's program, in which Education Commissioner Betty Castor used newspapers to teach classes throughout the state, to special curriculum supplements such as those produced in Ohio, Indiana, Nebraska, West Virginia, Illinois, Massachusetts, New York and others. Below are sample front pages from selected supplements; the following pages show a first page and selected inside pages.



Ohio

Nebraska



16

NAME: _____

Where in the world?

Directions: Find your worksheet a self. Look through the newspaper for names of cities. Cut the cities under the column where you think it belongs.

INDIANA	ELSEWHERE

This activity sheet was to duplicated for use by your students.

Extension activity:

Find the Indiana cities on a map. List on index or world map or display the location of cities listed under the heading "Elsewhere." Discuss the different reasons why these particular cities are in the news.

Indiana University swimmer, Mark Spitz set an Olympic record by winning 7 gold medals.

The French built three forts in Indiana: Fort Miami, Fort Ouiatenon, and Fort Vincennes.

The road over which was first used on an automobile during the 1911 Indianapolis 500 was Main.

Lake County is named for Eleanor Clagg, a fur trader who helped George Rogers Clark by sending scouts and getting valuable information.

Allen County is the largest Indiana county in land area. Allen County is the smallest county in land area and population.

17

NAME: _____

Industrious Indiana

Directions: There are 12 words relating to Indianans hidden within the puzzle. Circle each word you find hidden. Use these words to fill in the appropriate blanks below.

B T S A H K L E E O
A D I A N A Q Y D R
R V R S T E E L N J
T X O Z L E R W U P
H Z D N I N T H N R
O L T K M S Y E S C
L M S M R H L A K E
O H N D M L I T A L
M W A R A J M I H K
E Y E X R Z E P W D
W A R D I O S K A T
R U Y Q O E T G Y C
N R O C N I O E N A
L G S X O U N V E Y
W K J P M P E R J I

1. Indiana ranks _____ in the United States in agricultural sales.
2. _____ and _____ are the three agricultural products produced by Indiana farmers.
3. The two leading counties in population according to 1980 census are _____ County, _____ County, _____ County and _____ County.
4. Many of the nation's most noted monuments and buildings are made from Indiana _____, including the Pentagon, the Empire State Building and the Washington Monument.
5. _____ County claims to be the richest free manufacturing region of the world.
6. _____ County is known world-wide for the production of chest engines used to propel power plants used in trucks and tractors.
7. The nation's largest and most used _____ mills were located in Porter County.
8. _____ and _____ comprising a building 1 kilometre (1 mile) long and containing 1 million square feet, were invented in Indiana.
9. Gary's namesake is the nation's _____ largest steel producer.

This activity sheet was to duplicated for use by your students.

Extension Activities:

1. Circle all industries listed in the news stories and ads.

2. Find as many locally-made products or produce from ads in the newspaper.

3. The Chamber of Commerce has asked you to compile a list of job opportunities related to our major industries. Turn to the classified section and list the jobs available in categories, such as agriculture-related jobs, industry-related jobs, etc. Put a check by the jobs you think will still be available 10 years from now. Put an "X" by jobs you think will be obsolete.

4. Check the grocery ads and circle all the products that you think can be grown or produced in Indiana. How many other food products are probably grown elsewhere?

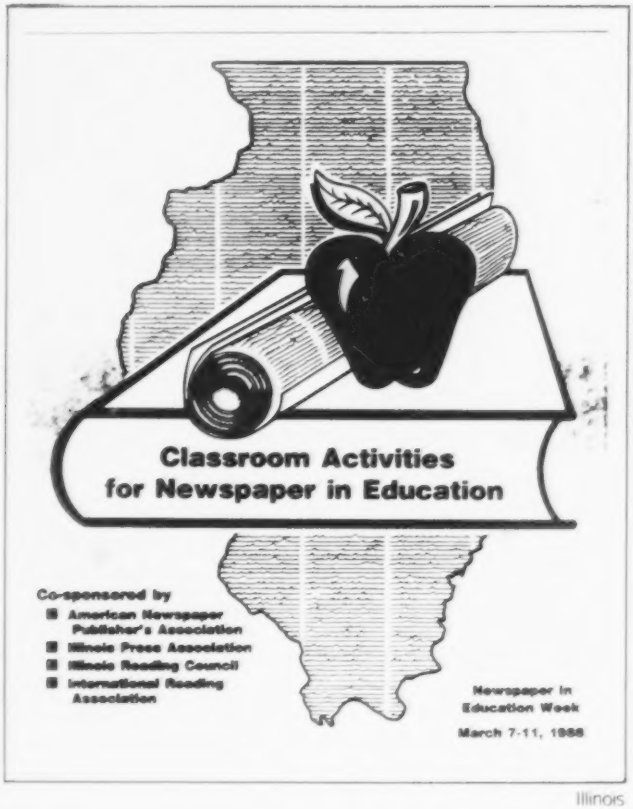
5. An aging family turns it up for sale. You're the real estate agent in charge of selling the classified ad to sell it. Be sure to describe the homebuyer, sure, methodology and any points of engagement that go with it, as well as a description of the land and the acreage.

6. Based on your newspaper reading, what important issues face today's farmer and how will they be solved in the future? Write an editorial explaining how you would solve some of the current problems.

Reprinted from: The History of Warrenton, courtesy of Chris Church, The Post Crescent, Appleton, Wisconsin.

Peter Andrew Bosch, The Miami Herald

Florida Education Commissioner Betty Castor presents a social studies lesson to law studies students at Miami Central Senior High. She discussed how five different newspapers covered "Super Tuesday's" elections.

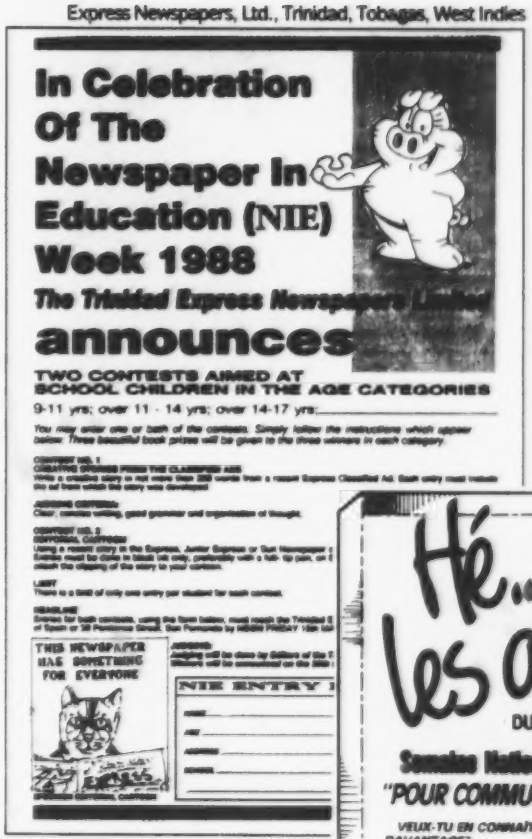


Illinois

NIE Week internationally

During the past six years, newspapers and reading councils in several other nations have joined the NIE Week celebration.

Express Newspapers, Ltd., Trinidad, Tobagas, West Indies



In Celebration Of The Newspaper In Education (NIE) Week 1988

The Trinidad Express Newspapers

announces

TWO CONTESTS AIMED AT SCHOOL CHILDREN IN THE AGE CATEGORIES

9-11 yrs; over 11 - 14 yrs; over 14-17 yrs:

You may enter one or both of the contests. Simply follow the instructions which appear below. Three beautiful book prizes will be given to the three winners in each category.

CONTEST NO. 1
CREATIVE PRIZE: PRESS THE CLASSIFIED ADS

CONTEST NO. 2
EDITORIAL CARTOON

HEADLINE

LAST

THIS NEWSPAPER HAS SOMETHING FOR EVERYONE

NIE ENTRY

NAME

AGE

ADDRESS

SCHOOL

NIE voted the best in Asia-Pacific region

New Straits Times Sdn Bhd

NIE Newspaper In Education

New Straits Times, Kuala Lumpur, Malaysia

Hé... les amis!

JOURNAL EN CLASSE

DU 15 AU 19 FEVRIER

Semaine Nationale du Journal en Éducation:

"POUR COMMUNIQUER AVEC LE MONDE"

VEUX-TU EN CONNAÎTRE DAVANTAGE?

VEUX-TU PARTICIPER À NOTRE CONCOURS?

Surveille bien, tous les jours durant la semaine nationale du JOURNAL EN ÉDUCATION! (15 au 19 février)

LE NOUVELLISTE TE PROPOSE QUELQUES ACTIVITÉS À FAIRE À LA MAISON OU À L'ÉCOLE

SI TU FRÉQUENTES L'ÉCOLE PUBLIQUE... QUE TU SOIS EN 1ère ou 6e ANNÉE... TU PEUX PARTICIPER...

N'HÉSITE PAS À DEMANDER L'AIDE DE TES PARENTS, DE TES AMIS OU DE TON PROFESSEUR.

VEUX-TU EN SAVOIR PLUS SUR L'ACTUALITÉ DE TOUS LES JOURS?

À compter de lundi le 15 février et ce jusqu'au vendredi 19 février, DÉCOUPE LES ACTIVITÉS QUE LE NOUVELLISTE TE PROPOSE; fais-les à la maison ou à l'école.

À tous les jours il y aura une QUESTION-CONCOURS et si tu réponds correctement aux 5 questions, une lettre sera tirée au hasard parmi tout le courrier reçu et tu peux mériter un repas pour 4 personnes au restaurant Pen-Mass. Une valeur de 75$

Sur l'enveloppe dans le coin gauche, inscris ton âge.

Fais-nous parvenir tes 5 réponses avant le 25 février.

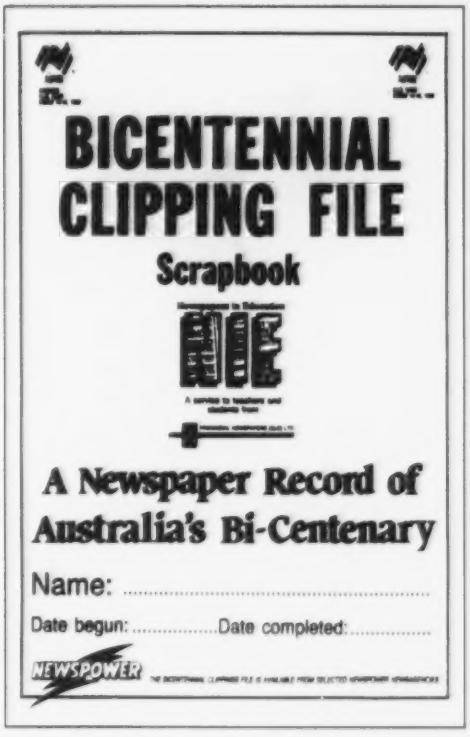
Pour plus de renseignements, communique avec:

GILBERTE GERVAIS

SERVICE ÉDUCATIF LE NOUVELLISTE

TÉL.: 376-2501 ou 537-9817 entre 9h30 et 10h30

Le Nouvelliste, Trois Rivieres, Quebec



BICENTENNIAL CLIPPING FILE

Scrapbook

A Newspaper Record of Australia's Bi-Centenary

Name: .....

Date begun: .....Date completed: .....

NEWSPOWER

1788-1988

BICENTENNIAL CLIPPINGS FILE

A Newspaper Record of Australia's Bi-Centenary

Newspapers in Education

NIE

SEARCH *Let's clip and file.....*

Newspapers provide a historical record of the time in which they are published. By keeping a clipping file of local, state and national Bicentennial events, you will have a record of this historic year. Your Bicentennial Clipping File will give you background information on people, places, issues and events.

CLIP *How to clip and file.....*

You will need scissors, glue and your Bicentennial scrapbook. Keep your articles dated and in chronological order. Label each clipping with the newspaper masthead and the page on which the article appeared.

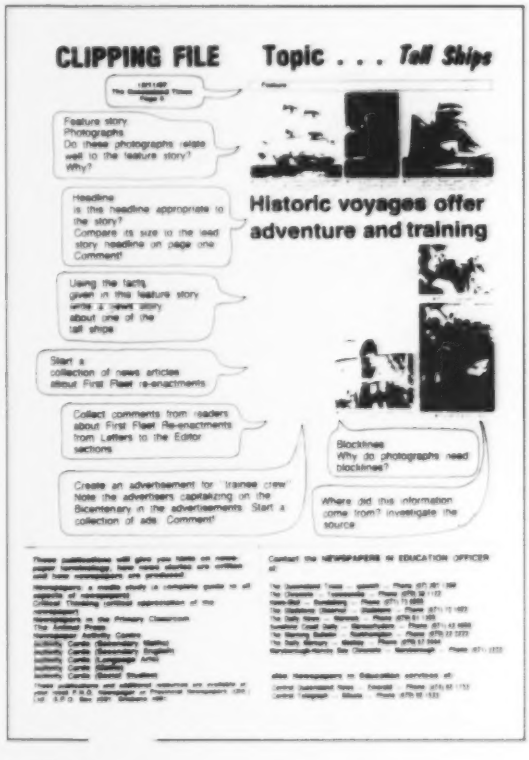
RESEARCH *Clip and file checklist.....*

Clip news stories, editorials, letters to the editor, cartoons, advertisements, headlines, photographs, headings. Find out how information is collected. Find where the information came from. Work out the formula journalists use to write news stories. Include information from other forms of the media. Compare different approaches to the same news item. Learn to read and understand the visual information in photographs, cartoons, advertisements, size of headlines, headings.

REACT *Use your clipping file.....*

Your Bicentennial Clipping File will be a resource ... add your own writing ... try to get your stories and reports published in your local newspaper ... contact your local Newspapers in Education Officer for advice, resources and lessons.

- *Interview local older citizens and write up stories.*
- *Make time lines paralleling local historical events eg. Early Settlement of the local area.*
- *Include maps of Australia, Queensland or your local area (coach run, tall ships, bonfires, shipwrecks, discoveries, First Fleet visits).*
- *Cemetery visits — what is revealed about your local history?*
- *Write your own news reports of local events.*
- *Research the development of Transport, Communication, Food, Clothing, Homes, Industries.*
- *Research the affects of settlement on the local Aboriginal population.*
- *Collect headlines as discussion starters for bulletin boards.*



CLIPPING FILE Topic . . . *Tall Ships*

Feature story. Photographs. Do these photographs relate well to the feature story? Why?

Headline. Is this headline appropriate to the story? Compare its size to the lead story headline on page one. Comment!

Using the facts given in this feature story write a news story about one of the tall ships.

Start a collection of news articles about First Fleet re-enactments.

Collect comments from readers about First Fleet Re-enactments from Letters to the Editor sections.

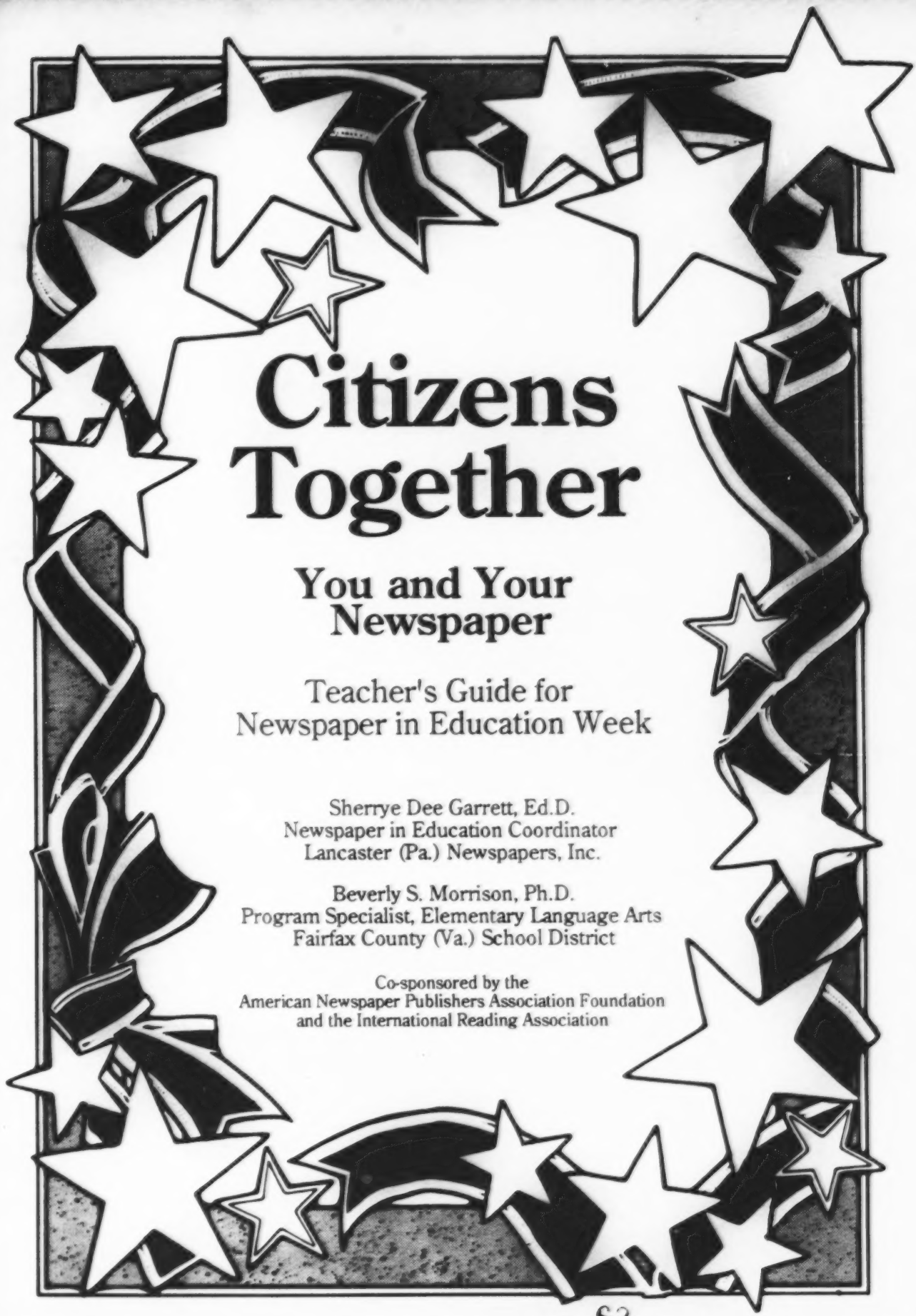
Create an advertisement for 'Trainee crew'. Note the advertisers capitalizing on the Bicentenary in the advertisements. Start a collection of ads. Comment!

Blocklines. Why do photographs need blocklines?

Where did this information come from? Investigate the source.

Historic voyages offer adventure and training

Provincial Newspapers, Australia



Citizens Together

You and Your Newspaper

Teacher's Guide for
Newspaper in Education Week

Sherrye Dee Garrett, Ed.D.
Newspaper in Education Coordinator
Lancaster (Pa.) Newspapers, Inc.

Beverly S. Morrison, Ph.D.
Program Specialist, Elementary Language Arts
Fairfax County (Va.) School District

Co-sponsored by the
American Newspaper Publishers Association Foundation
and the International Reading Association

American Newspaper Publishers Association Foundation

The Newspaper Center, Box 17407 Dulles Airport
Washington, D. C. 20041
703-648-1000

To the teacher

Celebrate Citizenship during NIE Week 1991!

In December 1991, the United States will celebrate the bicentennial of the Bill of Rights. Help your students become aware of their rights under the Bill of Rights as you celebrate Newspaper in Education Week, March 4-8, 1991. Students will apply reading, writing and thinking skills and use the most current information available — the newspaper — to learn about their rights as citizens in a free society.

Newspaper in Education Week is co-sponsored by the International Reading Association and the American Newspaper Publishers Association Foundation. The goal of NIE Week is to encourage teachers to become familiar with the newspaper as an exciting instructional tool and to introduce students to a valuable life-long resource.

Background: The Bill of Rights

Leaders in many of the 13 states were unhappy that individual rights were not enumerated in the original U. S. Constitution. They refused to ratify the new constitution unless they were promised that a Bill of Rights would be introduced as soon as possible. The 10 amendments that became known as the Bill of Rights were introduced to the Congress by James Madison in 1789. The amendments were soon ratified and became part of the Constitution in December 1791.

The Bill of Rights provides constitutional support for an important principle in our country — to assure individual liberty and prevent the excesses of government.

The Newspaper-Bill of Rights Connection

The Bill of Rights has existed for 200 years, and for 200 years scholars, attorneys, courts and citizens have debated its interpretation. The purpose of the newspaper activities in the guide is to make students aware of the Bill of Rights and to help them think about their rights and responsibilities as citizens in a democracy.

As important as the Bill of Rights is, it is still frequently misunderstood or under-appreciated by citizens. Newspaper in Education Week 1991 is an excellent time to focus on and celebrate the individual freedoms Americans enjoy under the Bill of Rights. This is especially so not only because newspapers and other media have become major institutions, thanks to the First Amendment, but also because newspapers serve to keep citizens informed about all their other rights.

Students today may view the Bill of Rights simply as a historical document that has little or no meaning for them personally. *Citizens Together* offers the opportunity to help students understand not only what is in the Bill of Rights, but also how the freedoms in that document have application in today's world.

How This Curriculum Guide Is Organized

Citizens Together: You and Your Newspaper is designed for five days of instruction. It provides the opportunity for your class to explore the individual freedoms protected in the Bill of Rights. Five specific rights have been identified in daily focus lessons. Each day's work has been organized with a lesson plan and student worksheets. The five lesson plan topics are:

Your Right to Know
Your Right to Express Your Opinion
Your Right to Assemble
Your Rights in the Legal System
Your Right to Be Secure

Additional rights are studied in a section called Additional Activities. Several long range activities are suggested in the Special Projects section. The various components of this guide are described below.

☆ Background: Structure of the Newspaper; The Bill of Rights

These pages are background for the teacher and/or students. You may want to reproduce the Bill of Rights page so students can refer to it easily. The page may be enlarged and mounted on a bulletin board or photocopied for each student.

☆ Teacher's Lesson Plans

Each lesson introduces one of the rights guaranteed in the Bill of Rights. (Not every right guaranteed by the Bill of Rights is covered in this unit.) Student objectives are listed under the "Purpose" section. "Learning Activities" list pre-organizing strategies and steps to guide student use of the worksheets. The "Follow-Up" section provides opportunities to extend the concepts learned beyond the worksheet.

You do not have to use lessons in sequence. Select the lesson that is most appropriate for the content of your newspaper. You also may want want to clip and save news stories published before NIE Week.

☆ Student Worksheets

Student worksheets accompany each lesson plan. The instructions are written at three levels of complexity, so you can use the worksheet that is most appropriate for your students. The level of each worksheet is indicated by the number of symbols (☆) shown in the lower right-hand corner (☆ = elementary, ☆☆ = intermediate, ☆☆☆ = advanced.)

The worksheets are designed to help students monitor their own learning. The sections draw attention to what good readers do before reading, while reading and after reading:

Before You Read activities draw on students' background knowledge and set the context for the newspaper reading activity.

While You Read activities require students to be actively involved with their reading. The purpose for reading begun in the earlier section is extended.

After You Read activities ask the students to think about the concept that is the lesson's focus. Many of these activities suggest writing opportunities for the students.

☆ Additional Activities

Activities are listed that provide additional opportunities for students to learn about the Bill of Rights by using the newspaper. The activities are identified by a specific right in the Bill of Rights and by level. This section includes a list of discussion topics that relate to frequently reported situations. You are encouraged to adapt the ideas and discussion topics to meet the your students' needs.

☆ Special Projects

These pages provide opportunities for students to extend what they've learned about the Bill of Rights. The activities require either long-term study of an issue or ask the students to synthesize information learned across several lessons. Each special project addresses more than one amendment in the Bill of Rights.

☆ Related Reading

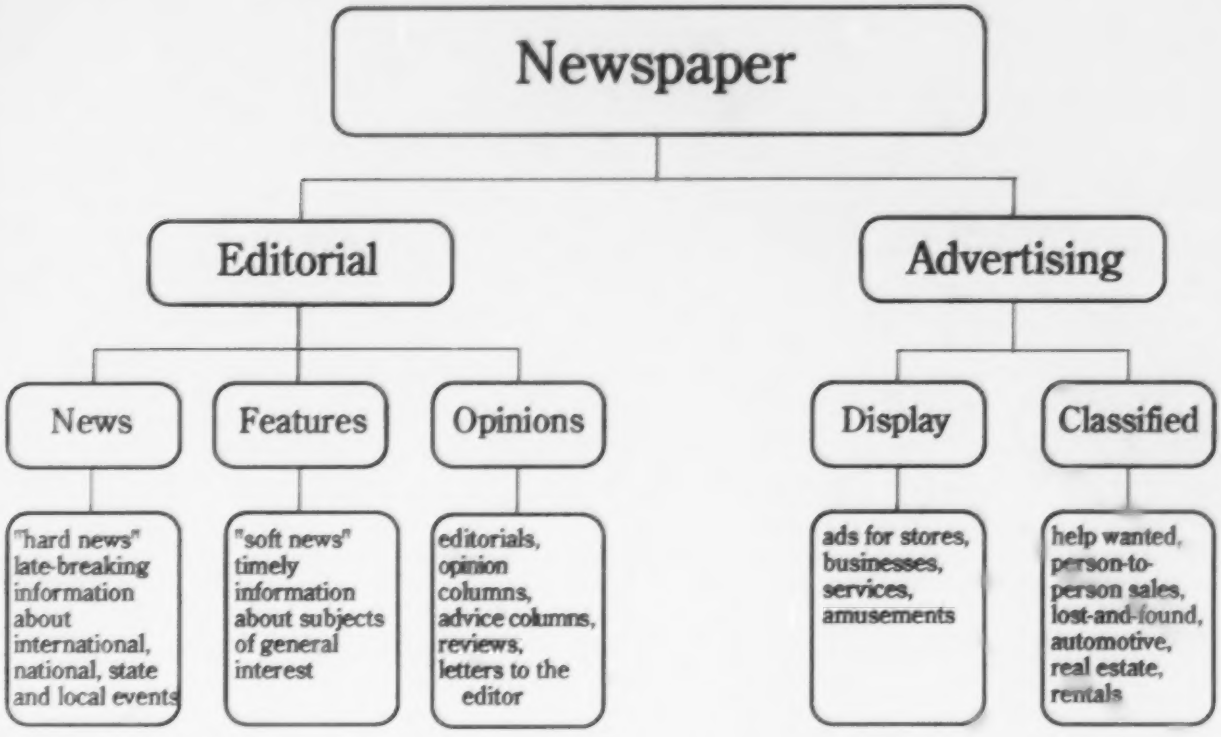
An annotated bibliography about the Bill of Rights is provided. Individual entries are identified by level. Many of these books were written in celebration of the 200th anniversary of the Constitution in 1987.

The Newspaper — A Natural Teaching Tool

The newspaper shares a special relationship with the Bill of Rights. Press freedom is specifically protected. The newspaper serves as the eyes and ears of the public, letting citizens know what is happening in their world. Each newspaper section serves that role in some way.

Background

The Structure of the Newspaper


Newspaper
Editorial
Advertising
News
Features
Opinions
Display
Classified
"hard news" late-breaking information about international, national, state and local events
"soft news" timely information about subjects of general interest
editorials, opinion columns, advice columns, reviews, letters to the editor
ads for stores, businesses, services, amusements
help wanted, person-to-person sales, lost-and-found, automotive, real estate, rentals

News section — the news section is where you will find the first reports of situations that challenge the Bill of Rights. Look for articles about (a) laws passed by local, state or national legislatures (b) actions by individuals or groups that are designed to limit the rights of others - such as censorship, picketing offices or buildings (c) protest activities, such as burning the flag, candlelight vigils outside of government sites (d) high-interest trials (e) jury decisions and sentences (f) changes in gun control laws and subsequent lobbying efforts.

Feature stories — features focus on human interest aspects of individuals or groups that may be trying to affect legislation or public opinion. Look for interviews with activists or background stories on special groups, such as organizations to protect the environment, citizens' committees to influence lawmakers, animal rights activists, etc. You may find feature stories about alternatives to jail sentences, such as community service hours or rehabilitation programs.

Opinions — the editorial pages provide a wide selection of opinion writing. Look for editorials that present the newspaper's view, op-ed articles that disagree with the editorial view, opinion pieces from political columnists, letters to the editor from concerned readers, and editorial cartoons.

Display ads — these ads for goods and services reflect the diversity of the community and the results of a free enterprise system. Newspapers welcome the advertising of reputable businesses. Look for display ads purchased by special groups to promote their viewpoints. Pay attention to the display ads from organizations promoting special programs or events.

Classified ads — the classified ads represent people-to-people communication about goods and services. Individuals can talk to other members of the community for a small fee. The classified section is a modern version of the town crier.

The Bill of Rights
1791

I	Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.	Freedom of religion, speech, press; right to assemble and petition the government
II	A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.	Right to bear arms
III	No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.	Citizens not required to house soldiers in peacetime
IV	The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.	Protection from unreasonable searches and seizures
V	No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.	Right to grand jury process; freedom from self-incrimination and double jeopardy
VI	In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.	Right to a speedy and public trial; right to an attorney; right to face accusers
VII	In suits at common law, where the value in controversy shall exceed $20, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any court of the United States, than according to the rules of common law.	Right to a jury trial in civil suits
VIII	Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.	Protection from excessive bail, cruel and unusual punishment
IX	The enumeration in the Constitution of certain rights, shall not be construed to deny or disparage others retained by the people.	Rights not restricted to those enumerated in the Constitution
X	The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.	Rights reserved for the states

Lesson 1: Your Right to Know

Context

"Not for its own sake alone, but for the sake of society and good government, the press should be free. Publicity is the strong bond which unites the people and their government. Authority should do no act that will not bear the light." James A. Garfield, 20th President of the United States

The founding fathers believed in the ability of the people to make rational decisions when sufficient information was provided. Newspapers provide a free flow of information so citizens can make reasoned decisions about themselves and their government. The newspaper also plays a special role as the public's watchdog. The press reports on the actions and decisions of government at local, state and federal levels. James Madison said that "the censorial power is in the people over the Government, and not in the Government over the people." The press is free to report all the news about government actions and decisions — flattering and unflattering. In 1791, the "press" consisted of newspapers and pamphlets. Later, the courts applied First Amendment freedoms to radio and television and movies. Now we are grappling with the First Amendment as it applies to computer software, electronic data transmission, etc.

Purpose

1. Locate sections in a newspaper.
2. Retell content of a newspaper item.
3. Discuss the value of a free press in a free society.

Learning Activities

1. Write the following statement by Abraham Lincoln on the chalkboard: "Let the people know the facts and the country will be safe." Lead students in a discussion about the types of "facts" Lincoln may have been referring to in the quote. Make a list of the major points on the chalkboard as they are discussed.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the *Your Right to Know* worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to talk about the activities. Discuss the newspaper's role in a free society: Newspapers tell people what is going on in the community and in local, state and national government agencies. When the people know what is happening, they can make better decisions about their own lives; they can be sure their elected leaders are acting in the best interests of the people.

Follow-up Activities

Ask students to work in pairs to discuss any of the following quotations. What does the quotation mean today? Students should be prepared to use examples from the newspaper to support their thinking. When the pairs have finished their discussion, ask several students to share their thoughts with the class. Then discuss as a class the implications of one quotation for all of the class members. (Note: number of stars indicates suggested level for discussion.)

☆ "A good newspaper, I suppose, is a nation talking to itself." (Arthur Miller, playwright)

☆ "When the press is free and every man able to read, all is safe." (Thomas Jefferson, third President of the United States)

☆☆ "Newspapers are the schoolmasters of the common people. That endless book, the newspaper, is our national glory." (Henry Ward Beecher, 19th century clergyman)

☆☆ "If all printers were determined not to print anything till they were sure it would offend nobody, there would be very little printed." (Benjamin Franklin)

☆☆☆ "Were it left to me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate for a moment to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them." (Thomas Jefferson, third President of the United States)

☆☆☆ "A free press is essential to us as a people and to the maintenance of our form of government." (Franklin D. Roosevelt, 32nd President of the United States)

Your Right to Know

Before You Read

You need to know: The First Amendment of the Bill of Rights says that newspapers are free to print information. Your newspaper prints information about where you live.

Using the newspaper: What kind of information do you think your newspaper should print? Talk with a partner about what you think. Write your ideas here:

I think the newspaper should print information about:

1._____ 3._____

2._____ 4._____

While You Read

With your partner look through your newspaper. Can you find any of these? Write down the page number where you found it:

Can you find:	Page
Information about sports	_____
A map	_____
An ad for food	_____
An article about your town or city	_____
A picture	_____
A crossword puzzle	_____
An ad for clothing	_____
Information about TV programs	_____
Information about a job	_____

After You Read

Choose one of the things you found in your newspaper that you think is interesting. With your partner, read as much about it as you can. What did you learn? Write what you learned here:

Your Right to Know

Before You Read

The First Amendment of the Bill of Rights guarantees Americans freedom of the press. This means Americans are able to read information about almost any subject in newspapers, magazines and books.

Information in the newspaper is printed in sections. You are probably familiar with the Comics and Sports sections. What are some other sections you would expect to find in your newspaper? Take two minutes to think of some of these sections and write them here:

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

While You Read

With a partner, look through your newspaper. How many sections that you listed can you find? Next to each section you predicted, write the page number where you found it. With your partner, choose one section that you think is especially interesting. Choose one article and read it carefully.

After You Read

A good newspaper article presents information very clearly. Can you identify the important information in the article you read? Write it here:

Who is the article about? _____

What is the article about? _____

Where did the action take place? _____

When did the action take place? _____

Why is the information important? _____

_____

_____

With your partner, think of one interesting or important thing that happened in your class this week. Write about it. Be sure to include all the important facts about it. After you have finished writing the article, share it with others in your class. Does the class have enough articles to prepare a newspaper for this week?

☆☆

Your Right to Know

Before You Read

Newspapers are independent of government control. The founding fathers of this country guaranteed freedom of the press in the Bill of Rights so that the press could serve as the "public's watchdog." They wanted citizens to know what the government was doing at all times. That way, the people could make better decisions about whom to vote for and which issues to support.

Think about decisions the government might make that will affect its citizens. List some of the possibilities below:

_____ _____

_____ _____

While You Read:

Locate newspaper stories about local, state or national government actions or decisions. Compare the stories with your predictions above. Put a check (✔) by any topics you identified. List any topics you had not identified below:

_____ _____

_____ _____

Compare your lists with those of several other students. Together, select stories about each of the levels of government listed below. Explain why it is important for citizens to know about the news reported in the stories.

Goverment official or group	Which story?	Why citizens should be informed
National elected official (The President or a member of Congress)		
State elected official (The governor, state lawmaker)		
Local elected official (Mayor, city council representative, etc.)		
Local governmental group (Zoning commission, waste authority)		
Tax supported service agency (Human service agencies)		

After You Read

Look at the information on your chart. Which of the articles is most important to you as a citizen? Discuss your ideas with another student.

Lesson 2: Your Right to Express Your Opinion

Context

"An unconditional right to say what one pleases about public affairs is what I consider to be the minimum guarantee of the First Amendment." Hugo LaFayette Black, Supreme Court Justice

The founding fathers believed that freedom of speech was essential in a democracy. Citizens had to have the right to criticize and challenge the government. This freedom would help people advance knowledge and reveal truth, especially in the arts and sciences. The newspaper serves as a "marketplace of ideas." People can publish newspapers to promote their own views. Members of the community are provided a forum to express their viewpoints in letters to the editor or op-ed sections of newspapers. Often, opinions differ and the issues are emotional and people can easily be divided. It is important to remember, therefore, that freedom of speech means allowing all opinions to be heard, whatever they might be.

The Supreme Court also has recognized and allowed "symbolic speech" such as wearing armbands or burning the flag as expressions of political protest. Still, not all speech is protected; speech can be punished if it incites or produces imminent lawless action or is likely to incite or produce such action.

Purpose

1. Read about a controversial issue in the newspaper.
2. Write their opinions about a topic of choice.

Learning Activities

1. Introduce the concept of freedom of speech. Guide students to develop definitions for the terms "opinion" and "editorial." Write their suggestions on the chalkboard.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the *Your Right to Express Your Opinion* worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, have them discuss the activities.

Follow-up Activities

Levels I and II

Create a classroom bulletin board where students' letters or editorials are displayed. Encourage students to read what their classmates have written. A suggested title for the bulletin board might be "We Celebrate Our Freedom of Speech."

Level III

1. After students have finished the worksheet, make a list of the controversial issues they have identified.
2. Have students work in small groups to discuss how Black or Holmes (quotations below) might react to any of the identified issues.

"My view is, without deviation, without exception, without any ifs, buts, or whereases, that freedom of speech means that you shall not do something to people either for the view they have or the views they express or the words they speak or write." (Hugo LaFayette Black, Supreme Court Justice)

"The most stringent protection of free speech would not protect a man in falsely shouting fire in a theater and causing a panic...The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that will bring about the substantive evils that Congress has a right to prevent." (Oliver Wendell Holmes, Supreme Court Justice)

Your Right to Express Your Opinion

Before You Read

You need to know: The First Amendment of the Bill of Rights says that people are free to say what they think.

Using the newspaper: Your newspaper prints letters that people write about what they think. You find these letters in the newspaper in a special section. The section may be called "Letters to the Editor" or "Reader's Forum" or "Our Readers Write" or something similar. The editor is the person who decides what will be printed in the newspaper.

Find the newspaper section where people write letters.

While You Read

With a partner, read the letters you found. Ask your teacher for help if you need to. What subjects did people write to the editor about? With your partner make a list here of what people wrote about.

People wrote about:

1. _____

2. _____

3. _____

After You Read

What are some things boys and girls in your class could write a letter about? With your partner make a list of what you could write about. You might think of important things happening now in your community. Or you might list things that are happening in your school or your classroom.

We could write about:

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

Now choose one of the subjects you wrote on your list. What do you think about that subject? Why do you think that? Write your own letter explaining what you think and why. When you finish your letter, share it with others in your class.

Your Right to Express Your Opinion

Before You Read

The First Amendment of the Bill of Rights guarantees that all Americans have the right to say what they think about any subject.

The editor prints the newspaper's opinions on the editorial page. The newspaper also prints what other people in the community are thinking in a letters-to-the-editor section.

What topics do you think the editor might write about? What are other people in the community thinking about? Meet with two or three other people in your class to talk about these topics. Make of list of the things you predict:

What the newspaper editor might write about:	What other people in the community might write about:
_____	_____
_____	_____
_____	_____

While You Read

Read the editorial and letters-to-the-editor section of your newspaper. Think about the topics your group predicted.

Talk with the other students in your group about what you read in the newspaper. Were your predictions correct?

- ☐ yes
- ☐ sometimes
- ☐ no

If you read about something you predicted, put a check mark (✔) next to it on your list. If you read about topics you did not predict, write the topics here:

Topics we did not predict:

_____

_____

_____

After You Read

Choose one topic from any of the the lists your group has made. On a separate sheet of paper, write your own editorial about that topic. Remember, an editorial is where you write your opinions about a subject. Be sure your editorial contains each of the elements below. Check your finished editorial to see if you have included each element.

- ☐ A headline for your editorial
- ☐ Your opinion in one or more sentences
- ☐ The reasons for your opinion in several sentences
- ☐ Your recommendations for action

Your Right to Express Your Opinion

Before You Read

The First Amendment guarantees that citizens may express their opinions on any subject without fear of punishment. Popular and unpopular beliefs are protected. The framers of the Constitution believed that a democracy could best survive when there was a free flow of information. The newspapers serve as a "marketplace of ideas." If citizens hear all the information about a wide range of opinions, they can make up their own minds about important issues.

List some current controversial topics — issues on which people have divided and strong opinions.

_____ _____

_____ _____

_____ _____

While You Read

Follow a controversial isue in the newspaper. Identify the arguments for each side. Then decide — with which position do you agree? Why?

What is the issue?

Arguments supporting the issue	Arguments opposing the issue

Write your opinion here: _____

_____

_____

_____

After You Read

Discuss your opinion with several other students in your class. Identify the points on which you agree and those on which you disagree. Write a letter to your school newspaper expressing your opinion.

☆☆☆

Lesson 3: Your Right to Assemble

Context

"If there is any principle of the Constitution that more imperatively calls for attachment than any other, it is the principle of free thought — not free for those who agree with us, but freedom for the thought we hate." Oliver Wendell Holmes, Supreme Court Justice

The First Amendment guarantees citizens the right to assemble — to meet in groups — to urge some action from the government. First Amendment scholars agree that the right to form, join, or participate in an association is an essential part of freedom of expression. Today, sometimes the only way an individual can be heard effectively is through membership in an organization. These organizations also provide their members with access to information or provide forums for developing and testing ideas. Generally, the courts have found that organizations cannot be constrained because of their ideas or doctrines. However, organizations are subject to legal constraints if they participate in unlawful behavior or advocate immediate acts of overt violence. The First Amendment protects all organizations, even those that may be extremely unpopular, such as the Nazi Party, Ku Klux Klan or the Communist Party. In the early 1960s, Supreme Court Justice Hugo Black stated that he would allow these groups to advocate their beliefs publicly and openly among U.S. citizens "with full confidence that the people will remain loyal to any democratic government truly dedicated to freedom and justice — the kind of government which some of us still think of as being 'the last best hope of earth.' "

Purpose

1. Identify groups whose members share common interests.
2. Describe how groups influence the government.

Learning Activity

1. Ask students to name groups that form because of the common interests of their members. Encourage them to think of local and national groups. Examples might be a political party, an environmental action group or a citizens' group opposing a local ordinance or school board action. Write student responses on a chalkboard.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the *Your Right to Assemble* worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to discuss the activities.

Follow-up Activities

1. Have students identify the advantages and disadvantages of joining a group to make a political statement or advocate a legislative action.
2. Have students identify a situation they would like to see changed in the school or the local community. Have them outline the steps they would take to form an organization and present their ideas to the appropriate government body.

Your Right to Assemble

Before You Read

You need to know: The First Amendment of the Bill of Rights says that people are free to hold meetings or join groups. Groups of people can tell the government they want something changed.

Using the newspaper: Your newspaper prints information about people meeting together — clubs, organizations and political parties. Find a newspaper story about a group of people holding a meeting.

While You Read

With a partner, read the newspaper pages you found that tell about a special group in your community.

Write the name of the group here: _____

What is the purpose of the group? Write what you found here.

After You Read

Think about what you read. What did you learn about special groups in your community? Write what you learned here:

Your Right to Assemble

Before You Read

The First Amendment of the Bill of Rights says that people are free to meet together to discuss ideas and to protest government actions. Sometimes people have more influence on the government if they belong to an organization of some kind. Political parties, unions and environmental action groups are examples of organizations that try to change government laws or regulations.

Your newspaper prints information about citizens' groups. Sometimes these groups put ads in the newspaper explaining their positions on political issues.

While You Read

With a partner, read several newspaper articles and advertisements that tell about organizations in your community. What different groups are active in your community? Write the names of three different groups in the chart below. What does each group want the government to do? What is your opinion about the group?

Name of the group	What the group wants the government to do	Your opinion

After You Read

Think about what you read. How do different citizens' groups make your community or your country a better place? Discuss your ideas with a partner. Then write your ideas below.

Your Right to Assemble

Before You Read

The First Amendment guarantees each citizen the right to meet together to discuss ideas and to protest government actions. Many organizations form because people are interested in the same cause, such as preventing offshore oil drilling, developing nuclear power, protecting residential communities from industrial development, supporting a candidate for an election. Many citizens feel their influence is stronger if they are part of an organized group of citizens seeking the same political objective.

List four groups you know that try to influence the local, state or national government.

_____ _____

_____ _____

While You Read

In your newspaper, find examples of people meeting to support a common cause. Identify the group, write a sentence describing the cause and explain the government action the group is trying to influence. Then write your opinion on the issue.

Name of group	Special concern	What the group wants the government to do	Your opinion

After You Read

What do your findings say about the diversity of groups in your community? How do these groups improve our society and guarantee that the government is responsive to the people?

_____

_____

_____

_____

_____

☆☆☆

Lesson 4: Your Rights in a Trial

Context

> "A responsible press has always been regarded as the handmaiden of efficient judicial administration, especially in the criminal field...The press does not simply publish information about trials but guards against the miscarriage of justice by subjecting the police, prosecutors and judicial processes to extensive public scrutiny and criticism.." Tom C. Clark, Supreme Court Justice

The Bill of Rights sets up many safeguards for citizens in the legal system. Amendments V, VI and VIII protect the individual accused of a crime. A capital crime requires an indictment from a grand jury made up of citizens; criminal prosecutions require a trial by a jury. The right to a speedy trial guarantees that the government cannot lock someone up for years awaiting a trial — a practice in some countries without this constitutional protection. The Sixth Amendment prevents the government from misusing its power by allowing citizens to have legal counsel. It was much later that this right was extended so that citizens unable to pay for an attorney were provided with an attorney paid for with public money. The Bill of Rights recognizes that the government has unlimited resources and power to bring against a single citizen. That citizen must be protected from any undue government persecution or prosecution.

The freedom of the press guaranteed by the First Amendment also works to safeguard citizens' interests in legal proceedings. The public interest is protected when newspapers disclose any improper methods used by the police in arrests and investigations. There is occasional conflict between Amendments I and VI, however. Some defense attorneys argue that pre-trial publicity about a case may prevent a defendant from receiving a fair trial. That argument has not been supported in most cases. When the courts have a serious concern about pre-trial publicity, a change of venue may be ordered so that the trial takes place in a location away from its original site, somewhere where prospective jurors have not read about the case.

Purpose

1. Identify key elements and people in a trial.
2. Retell information about a criminal trial in a newspaper.
3. Examine the relationship between the press and the legal system.

Learning Activity

1. Ask students if they have ever seen a portrayal of a trial on television or in a movie. Have them identify the people they would see at a trial. Ask students to tell what they know about what happens in a trial. Write their responses on a chalkboard.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the *Your Rights in a Trial/Legal System* worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to discuss the activities.

Follow-up Activities

1. Explain to students that newspapers tell their readers about trials. Newspapers provide a lot of information if the trial is a local one or involves a prominent person in the community. Discuss the newspaper's role: The newspaper watches to see that all the officials in a trial are doing their jobs properly and the accused citizen is being treated fairly.
2. Have students consider how a defendant might be treated in a country without the protections listed in the Bill of Rights. How might the government act differently?
3. Have students discuss the following questions in pairs or small groups. As a class, discuss the responses.
   - How could a citizen be protected if there were no press to report on trial procedures?
   - What guarantees would you put in place to ensure a fair trial?

Your Rights in a Trial

Before You Read

You need to know: The Bill of Rights protects people who have been accused of committing crimes. People who are accused of a crime have a right to a fair trial. They have a right to have a lawyer help them. They have the right to see the people who are accusing them of the crime. And if they are found guilty, the Bill of Rights assures them of fair punishment.

Using the newspaper: Your newspaper prints information about people who are accused of crimes. Look through your newspaper to see if you can find an article about a trial, a lawyer or a witness (A witness is someone who can give information at the trial).

While You Read

With a partner read one of the newspaper articles that you found about a trial, lawyers or witnesses. Ask your teacher for help if you need to. What did you learn? Write what you learned below.

What is the trial about? _____

Who are the people in the trial? _____

What else did you learn? _____

After You Read

When someone in your class is accused of doing something wrong, what happens? Talk with your partner about what happens. Write about that below.

After you have finished writing, share what you have written by reading it to a friend.

Your Rights in a Trial

Before You Read

Amendments V and VI of the Bill of Rights protect a person who is accused of a crime. The person has the right to a trial by a jury. The person has a right to a speedy and public trial. The person is entitled to see the people who are accusing him or her of a crime. If he or she is convicted of the crime, the person is entitled to a fair punishment under Amendment VIII.

The newspaper prints stories about local, state and national trials. Locate a story about a trial.

While You Read

Read your newspaper article with a partner. See if you can find the following information about a criminal trial. Write your answers below.

The **crime** — what the person is accused of doing. _____

The name of the **defendant** — the person accused of the crime. _____

The name of the **defense attorney** — the attorney who speaks for the defendant. _____

The name of the **prosecutor** — the attorney who presents the evidence against the defendant. _____

Where will the trial take place? _____

When will the trial take place? _____

After You Read

You have rules in your classroom and in your school. What happens if a student breaks one of these rules? How does this differ from an instance when someone breaks a law? Discuss these questions with a partner. Write your ideas below.

_____

_____

_____

_____

_____

Share your writing with other students in your class.

Your Rights in a Trial

Before You Read

Amendments V and VI of the Bill of Rights provide protection for any citizen accused of a crime. The accused person has the right to a trial by jury; it must be a speedy and public trial; the individual is not required to testify; the individual has the right to have legal representation. And Amendment VIII ensures the punishment must not be "cruel or unusual" should the person be convicted.

The newspaper reports on trials at all levels of government — local, state and federal. Locate information about a pending trial or an ongoing trial in your newspaper.

While You Read

Read all the information you can find in the newspaper about a criminal trial. Identify the key elements and people in the trial and explain the trial's importance below.

Level of trial: local, state or federal? _____

Name of the accused: _____

Alleged crime: _____

Name of defense attorney: _____

Name and title of prosecuting attorney: _____

What impact will the outcome of this trial have on the community or the country?

_____

_____

Why is the trial important to readers of your newspaper?

_____

_____

After you read

One responsibility of our judicial system is to see that defendants are properly treated and fairly tried. The press' role helps to ensure that prosecutors and judges act responsibly and fulfill their duty to the public.

Consider the news coverage of the trial you've just read about. How has the press fulfilled its role in this trial? Discuss the idea with several classmates. Write your reactions below.

_____

_____

_____

Lesson 5: Your Right to Be Secure

Context

"The poorest man may in his cottage bid defiance to all the force of the Crown...."

William Pitt the Elder

Our constitutional protection against unreasonable searches and seizures has its beginnings in English history. In 1763, William Pitt the Elder led an impassioned defense of the sanctity of each citizen's home. The intrusive practices of British governors were fresh in the memories of the men who established the U. S. Constitution, so they designed legal protections to protect citizens' privacy. Private property is not always a refuge, but police and other officials must secure a judicial warrant based on probable cause or they must justify a search on other grounds. In recent years, the arguments against government searches have been extended to an individual's person. Issues of personal invasion, such as mandatory drug tests or lie detector tests, have been challenged under the Bill of Rights.

Purpose

1. Locate information about legal searches.
2. Identify the elements in a search warrant.
3. Explain the value of protection from illegal searches.

Learning Activity

1. Ask students to pretend that the police think the students have something illegal in their homes — stolen property, illegal drugs or firearms. What do they think the police have to do in order to search their homes? Write responses on the chalkboard. Then lead students through the steps required by law for a search warrant; mark correct student responses as you explain. The steps are: the police have to have evidence that suggests illegal items are in the house; they present the evidence to a judge and ask the judge to issue a search warrant; the search warrant has to state what the police expect to find and where they will search; the judge issues the search warrant if the evidence is sufficient.

   Note: Don't be surprised if students are fairly knowledgeable about search warrants. They may have prior experience from television or movies about crime, police work and courtroom procedures.
2. Distribute newspapers to students. For younger students, you may want to use one newspaper for every two students.
3. Have students complete the *Your Right to Be Secure* worksheet. Students working with Level I or II worksheets may work best in pairs. Students using Level III worksheets may work individually or in pairs.
4. After students have completed their work, ask them to discuss the activities. Discuss the newspaper's role: It makes searches and seizures public so that citizens can be sure that the government's agents are acting lawfully and that citizens' rights are not being violated.

Follow-up Activity

Have students discuss the following situation in pairs or small groups. Then, as a class, write a set of recommendations on the chalkboard.

> The government has a legitimate right to search people and property under appropriate circumstances. Many times, police find what they are looking for. Sometimes, however, the police make a mistake and search the wrong person or house. What should the government do if it frightens innocent citizens or damages property in an erroneous search?

Your Right to Be Secure

Before You Read

You need to know: The Fourth Amendment of the Bill of Rights says that the government cannot search you or your home just because it decides to. First the police must get permission from a judge to search. They can ask for permission only if they have a good reason to think you have done something wrong. Only a judge may decide whether or not to give them a search warrant.

Using your newspaper: Your newspaper prints information about searches. Look through your newspaper to see if you can find an article about a warrant or a search.

While You Read

With a partner, read the article you found. Ask your teacher for help if you need to. What are the important facts? Write them here.

What were the police looking for? _____

Where did the police search? _____

Who owned the place where they searched?

_____

Who gave the police permission to search?

_____

After You Read

Think about what the Fourth Amendment says — that the police must have a search warrant before they can enter your home. Why is this important? Why do you think it was included in the Bill of Rights? Talk with your partner about this. Write your ideas here.

_____

_____

_____

When others in your class have finished writing their ideas, talk about what you think. Does everyone have the same ideas? Did you think of something new after the class shared? If you did, write it here:

_____

_____

Your Right to Be Secure

Before You Read

The founding fathers of our country believed that citizens should be secure in their homes and property. The police, who are part of the government, may not search people or their homes or take their property without good reason. If the police feel they have a good reason to search someone's property, they must first get a search warrant from a judge. The judge must be convinced that the police have a good reason before a warrant is issued.

The newspaper reports stories about police searches. Locate a story in your newspaper about a police using a search warrant or seizing someone's property.

While You Read

Read the newspaper story about a police action involving the searching or seizing of someone's property. List the facts below.

What were the police searching for? _____

Where did they search? _____

Who issued the warrant for the search? _____

Who owned the property that was searched? _____

What happened to the property owner as a result of the search? _____

_____

How did the search/seizure help protect the community? _____

_____

After You Read

Think about the protection you have because of the Fourth Amendment. How would life be different if the police did not need a search warrant to enter your home? Why do you think the protection was included in the Bill of Rights? Discuss your ideas with a partner. Write your ideas here.

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When you have finished writing your ideas, share them with others in your class. Did anyone have ideas different from yours?

Your Right to Be Secure

Before You Read

The Fourth Amendment of the Bill of Rights protects citizens from unreasonable searches and seizures by the government. The individual's right to privacy in his or her home became one of the essentials of our constitutional system. The police, who are part of the government, may not search an individual or an individual's home without a search warrant granted by a judge. The judge will not issue a warrant unless the police can produce evidence or "just cause" for the search. The warrant must specify the place to be searched and what the police expect to find. Protection is not limited to a person's house; it extends to other sites such as business offices, cars, boats, etc.

The newspaper reports stories about police searches for evidence or illegal items such as drugs, drug paraphernalia or illegal firearms, among other things. Locate a news story about a police search.

While You Read

Read a newspaper story about a police action involving a search/seizure operation. List the information below.

What was the object of the search? _____

Where did the search occur? _____

What crime was alleged? _____

Who owned the property that was searched? _____

What was the result of the search? _____

_____

How did the search/seizure help protect the community? _____

_____

After You Read

Think about the protection guaranteed by the Fourth Amendment. Why do you think the protection was included in the Bill of Rights? Discuss your ideas with a partner or in a small group. Write your ideas below.

_____

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Additional Activities

Freedom of the Press — Amendment I

☆☆ Have students find three stories in the newspaper that might be censored in a country without press freedom. Have them select one of the stories to examine further and answer the following questions: What is the story about? Who might not want the story reported? Why? Why should the public know this information?

☆☆☆ Have students look through the news section of a newspaper. Tell them to use a magic marker to cover over any headline, story, illustration or photography that might not appear in print if there was no First Amendment. Have them compare their selections with those of other students. As a class, discuss how censorship affects freedom.

Freedom of Speech — Amendment I

☆☆ Explain to students that the Supreme Court of the United States has extended the definition of free speech to include acts that demonstrate a person's beliefs or opinions. An example might be wearing an armband or burning the flag. Have students look through the newspaper to find examples of how people express their ideas through actions as well as words. Have them collect articles and subsequent opinion columns and letters to the editor for a bulletin board display. After students have collected several information and opinion pieces, have them write a column expressing their own opinion on the issue.

Freedom of Religion — Amendment I

☆☆ Have students collect articles about religious groups in your community. Tell them to look for articles about bazaars, fund-raising events, special speakers or performers. Have them cut out the articles and put them on a bulletin board entitled, "People Celebrate Freedom of Religion in Many Ways."

☆☆☆ Have students look in the newspaper to find the names of religious organizations in the community. Have them select two different groups to study. Have them find information in the library about each religion and compare the two. How are they alike? How are they different? Encourage students to extend their study to include interviews with students or adults who have different religious beliefs.

☆☆☆ Have students examine the religion pages of your newspaper to see the different religions practiced in your community. Have students list the different denominations and the number of worship sites for each on a chart like the one below. Use the chart to discuss the religious diversity of your community. Have students discuss the ways different religious groups contribute to the community.

Religion/Denomination	Number of different sites	Day(s) services are held

Right to Bear Arms — Amendment II

☆☆☆ Explain to students that the right to maintain and bear arms is a very controversial topic today. Special interest groups frequently oppose any move to restrict gun ownership. Others feel that there should be some constraints on gun ownership today because the Second Amendment was written at a time when citizens formed the local militia for defense purposes and they brought their own guns. Modern restrictions may include requiring registration of guns, prohibiting sale/ownership of certain kinds of guns or ammunition, requiring a waiting period during which law enforcement groups can check for prior arrests, etc. Have students follow a story about proposed federal or local gun laws; tell them to be sure to read letters to the editor about the topic. Have them write the arguments for and against the law or restriction; write their opinions.

Gun law or restriction	Reasons for the law	Reasons against the law	Your opinion - why?

Discussion Topics

The following topics involve rights affected by the Bill of Rights that arise periodically in local, state or federal situations. When they do become prominent, they attract a lot of attention and receive a great deal of coverage in the newspaper. Watch your newspaper — controversial issues will bring forth news stories, editorials, opinion columns and many letters to the editor. Be ready to discuss these issues in relation to the Bill of Rights.

Freedom of the Press vs. Pre-trial Publicity — Amendments I and VI

Newspapers report on crime in the community. They provide specific information about the crime, the suspects, arrests and charges. This information has been published long before the jury selection for a trial takes place. The Bill of Rights gives the press this freedom. However, the Bill of Rights also guarantees citizens that they will receive a speedy and public trial by an impartial jury. Many times, the defendant in a case may feel that negative pre-trial publicity will make it impossible to seat an impartial jury. The two amendments appear to be in conflict. Have students read newspaper accounts of a current trial — local, state or federal. Discuss the news reports with them. Would the news stories make it impossible for citizens to judge the case fairly? Have them write arguments on both sides of the issue.

Religion and the Schools — Amendment I

The Constitution prohibits laws that put state (government) power behind any particular religion or entangle the state with religious activities. It guarantees not only freedom of religion, but also freedom from religion. A school district is a state authority, a part of government. If a school district requires students to recite a prayer, it is imposing a religious practice on free citizens, the students. The courts have ruled against prayer in the schools because it violates the principle of separation of church and state. Look for articles in your newspaper about the separation issue. Topics may include a required moment of silence in a local school or protests against school plays or decorations with a religious theme (usually at Christmas or Easter). Some parents oppose Halloween stories or activities in school for religious reasons.

The separation issue also becomes involved with school textbook selection. Some religious groups see the teaching of evolution in science classes as promoting what they call the religion of "secular humanism." They insist that their children be taught creationism as an explanation for the development of life. Some groups protest the teaching of certain genres like myths, fairy tales, science fiction or fantasy because they view these as anti-Christian.

Look for newspaper articles about this issue in your local community or at a national level. Have students watch for subsequent letters to the editor. Have students write their own letters to editor and share them with the class.

Note: This is a highly charged topic. Be sensitive to your students and your community and adapt your activities to your situation accordingly.

Freedom of Speech and Freedom of the Press for Students — Amendment I

Have your students watch for newspaper stories about the censorship or curtailment of student First Amendment rights in public schools. A school administration may want to prohibit the publication of a school newspaper or discipline students for engaging in some kind of protest activity. Generally, the courts have ruled that neither teachers nor students "shed their constitutional right to freedom of speech at the schoolhouse gate." However, the courts will not step in unless a school administration blatantly ignores student rights.

Student publications became the subject of national debate in 1988 when the Supreme Court ruled that school officials do have the right to censor student publications if their content is inconsistent with the educational mission of the school.

Thus school officials are permitted to restrict student publications, but only if their actions are reasonably related to legitimate pedagogical concerns. In three situations, student newspapers may be prohibited from distribution: in cases of obscenity, libel, or if distribution will significantly disrupt the educational process.

Have students follow the news stories, editorials and letters to the editor about a school administration-student rights conflict. Have students research previous judicial decisions and then write their own position papers on the issue.

Special Projects

My Book of Rights — Level I

After students have studied the Bill of Rights, have them write and design their own booklets with the title "My Book of Rights." Have students select at least five rights for their books. Each page of the book should have several statements telling why the student thinks the right is important. Students may want to illustrate their rights on the same page as their writing.

Bulletin Board Collage — Levels I & II

Divide a large bulletin board into several sections. Label the sections using the titles below — use as few or as many as you choose. As you work through NIE Week, have students cut out news stories and pin them in the appropriate sections. At the end of the unit, have students review what they've learned. Ask them to name the right they think is most important.

Section titles:
- We Can Express our Opinions
- We Have a Right to Know
- We Can Meet with Others
- We Can Worship as We Choose
- We Are Secure From Unreasonable Government Searches
- We Have Rights in the Legal System

We Know Our Rights and Responsibilities! — Levels I & II

At the end of your Newspaper in Education Week study of the Bill of Rights, have students meet in small groups to discuss their rights as they relate to specific amendments or parts of amendments. Have each group write an article outlining their rights under the Constitution and explaining the responsibilities that accompany those rights. Publish the articles in a classroom newsletter that is sent home to parents.

Dear Mr. Madison — Levels II & III

James Madison, fourth president of the United States, introduced the amendments that were ratified as the Bill of Rights by the U.S. Congress in 1791. Have students write a letter to Mr. Madison telling him how the Bill of Rights affects Americans 200 years after the document was ratified. Post the letter on a classroom bulletin board or collect the letters of class members and publish them in a book.

Supporting Your Bill of Rights — Level III

Set up a debate for students: A new Constitutional Convention will be held and the Bill of Rights must be reduced to only five amendments. Which five amendments should be retained? Assign each amendment to a group of students. Each group researches its amendment and presents a case for retaining it. After the presentations, have the class vote on which five amendments they would keep. How would their decisions affect life as we know it if certain protections were not guaranteed to citizens. (Special note to teachers: Amendments III, VII, IX and X are not very frequently cited in major court cases. You may want to have students debate the other six amendments.)

What About Our Rights? — Level III

Have students look for newspaper articles that relate specifically to student rights under the Bill of Rights. In what way are students treated the same as adults? Under what circumstances are their freedoms constrained? Have students research prior court decisions. Some issues might include:

Student Press — Can school officials prohibit the publication or distribution of materials they consider offensive?

Free Speech — Can school officials restrict or discipline students who speak out against school or societal issues or perform symbolic acts of protest, e.g. wearing a T-shirt with a political message?

Freedom of Religion — Can school officials restrict students from practicing their religion in the school?

Protection from Searches/Seizures — Can school officials search students, their possessions or their lockers without students' permission? Can students be forced to submit to drug testing against their will?

Due Process — What are students' rights in cases of school suspension or expulsion?

(Note: Caution students that they may find court rulings on both sides of each issue. Teachers may contact the American Bar Association's Special Committee on Youth Education for Citizenship (phone: 312-988-5735) for information and materials.)

Rights in the Judicial System — Level III

Have students follow a local criminal trial through newspaper accounts. As they collect information, have them fill in the chart below. After the trial, have them discuss their reactions to the final verdict.

This long-term project could be used as an on going bulletin board display. Divide a bulletin board into the different areas listed below and have students cut out news stories about the trial and pin them on the board. New pieces of information can be discussed as they become available.

When the jury retires to deliberate, have students take a vote in the class — would they convict or acquit the defendant?

At the end of the trial, have students discuss their reactions to the way the prosecution and defense performed. Have students compare their decision with the jury's final decision.

Charge: _____

Name of defendant: _____

Date of arrest: _____

Date of trial: _____

For the Prosecution	For the Defense
Name of prosecuting attorney:	Name of defense attorney:
Prosecution witnesses:	Defense witnesses:
Evidence against the defendant:	Evidence in favor of the defendant:
Arguments for conviction:	Arguments for acquittal:
Final outcome of trial:	

Do you agree with the jury's decision? Why or why not? _____

_____

_____

Related Reading

Your school library or your public library may have one or more of the books listed below. Each title offers the reader an opportunity to learn more about the people and the times that prompted the creation of the Bill of Rights. Teachers who are interested in providing a common experience for a class of students might want to read aloud. Older readers, as well as younger ones, profit from the experience of listening to an experienced reader share a book. Consult your librarian for other appropriate titles.

Level I

Fritz, Jean. (1987) *Shh' We're Writing the Constitution*. Illustrator: Tomie dePaola. Putnam. ISBN 0-399-21403-8. Explains the controversial writing of the Constitution in terms even the youngest reader can understand. Shares events that make the people involved become alive and human. Includes a text of the document.

Maestro, Betsy & Giulio. (1987) *A More Perfect Union: The Story of Our Constitution*. Lothrop. ISBN 0-688-06839-1. Presents through pictures and simple text the events of the Constitutional Convention. Includes a simplified version of the document and a list of those who signed.

Spier, Peter. (1987) *We the People; The Story of the U.S. Constitution*. Doubleday. ISBN 0-385-23589-5. Presents a short text explaining how the Constitution came to be written. Colorful then-and-now illustrations focus on detail that explains the Preamble in ways readers of all ages will understand. Includes a typeset and handwritten version of the document as well as drawings of all who signed it.

Level II

Anderson, Joan. (1987). *1787*. Harcourt. ISBN 0-15-2005822-X. Shares an insider's view of the Constitutional Convention by telling the tale of an aide to James Madison. Historical fiction that helps make the period come alive.

Faber, Doris & Faber, Harold. (1987) *We the People: The Story of the United States Constitution Since 1787*. Scribners. ISBN 0-684-18753-1. Presents the story of the Constitutional Convention, but focuses primarily on the amendments and the interpretive role played by the Supreme Court.

Hauptly, Denis J. (1987). *"A Convention of Delegates": The Creation of the Constitution*. Atheneum. ISBN 0-689-31148-6. Describes the developments of the Constitutional Convention through the stories of those who were there. Includes text of the document.

Morris, Richard B. (1985 reissue). *The Constitution*. Lerner. ISBN 0-8225-1702-7. Presents a simplified version of the writing of the Constitution. Includes also a simplified version of the document.

Williams, Selma R. (1987-reissue). *Fifty-Five Fathers: The Story of the Constitutional Convention*. Dodd, Mead. ISBN 0-396-09033-8. Describes the events of the Constitutional Convention by quoting from the extensive notes of James Madison. Presents a brief description of each delegate by state. Includes a text of the document.

Level III

Hentoff, Nat. (1987). *American Heroes: In and Out of School.* Delacorte Press. ISBN 0-385-29565-0. Describes the experiences of American teenagers who chose to pursue their rights as guaranteed by the Bill of Rights. Provides examples of situations that teens can identify with causing the document to come alive.

Lindop, Edmund. (1987) *Birth of the Constitution.* Enslow. ISBN 0-89490-135-4. Explains events that preceded the Constitutional Convention and describes what took place there. Presents the Constitution and discusses the importance of each amendment.

Mabie, Margo. (1987). *The Constitution: Reflection of a Changing Nation.* Henry Holt. ISBN 0-8050-0335-5. Sets the context for the creation of the Constitution. Includes one complete chapter on the writing of the Bill of Rights. Includes text of the document.

Mason, Alpheus T. and Stephenson, D. Grier, Jr. (1990). *American Constitutional Law.* Prentice Hall. ISBN 0-13-024803-7. Reprints leading cases on the development of the Constitution, including the Bill of Rights.

Zerman, Melvyn B. (1981). *Beyond a Reasonable Doubt: Inside the American Jury System.* Crowell. ISBN 0-690-04094-6. Considers the influences on a member of a jury. Provides valuable information for preparing to be a juror.

Zerman, Melvyn B. (1986) *Taking on the Press: Constitutional Rights in Conflict.* Crowell. ISBN 0-690-04301-5. Explores the extent of the freedom of the press by presenting specific cases that brought rights into conflict. Emphasizes the importance of a free people being informed.

The following resources were used in the development of this curriculum guide:

Cox, Archibald. *The Court and the Constitution.* Boston: Houghton Mifflin Company, 1987.

Dorsen, Norman. "The Bill of Rights: Protector of Minorities and Dissenters," in *Pennsylvania Humanities,* Newsletter of the Pennsylvania Humanities Council, Spring 1990, pp. 6-8.

Eveslage, Thomas. *The First Amendment: Free Speech and a Free Press.* Philadelphia: Temple University, 1985.

Hentoff, Nat. *The First Freedom.* New York: Delacorte Press, 1980.

The Constitution and Newspapers: Partners in Freedom, Curriculum packet produced by the Pennsylvania Newspaper Publishers' Association Newspaper in Education Committee, 1987.

Free Press & Fair Trial. Reston, Va.: American Newspaper Publishers Association Foundation, 1987.

This curriculum guide was produced on a Macintosh Plus computer. Typeface for headings is Century Old Style. Typeface for body type is Palatino. Stars are from Zapf Chancery Dingbats typeface.

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Celebrate Our Bill of Rights!

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In 1991 we celebrate the 200th birthday of the Bill of Rights—the first 10 amendments to the U.S. Constitution. Our basic freedoms of speech and press as Americans are guaranteed by the First Amendment. GARFIELD is delighted to honor the document that protects our individual liberties.

Newspaper in Education Week, March 4-8, 1991

Your local newspaper, schools and reading councils are joining together to celebrate NIE Week.

Teachers, parents and students everywhere already use the newspaper as an innovative learning tool.

NIE Week is sponsored by the American Newspaper Publishers Association Foundation and the International Reading Association.

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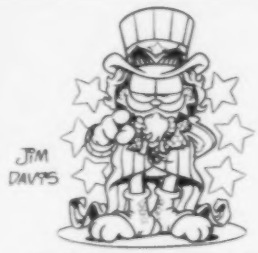

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Note to Editors and Promotion Managers:

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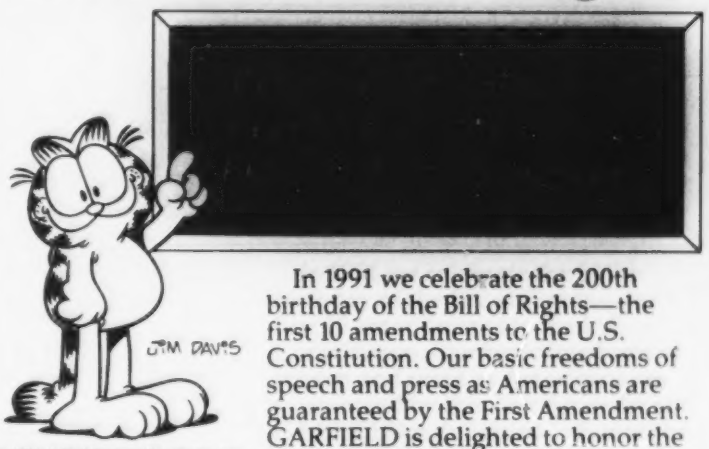

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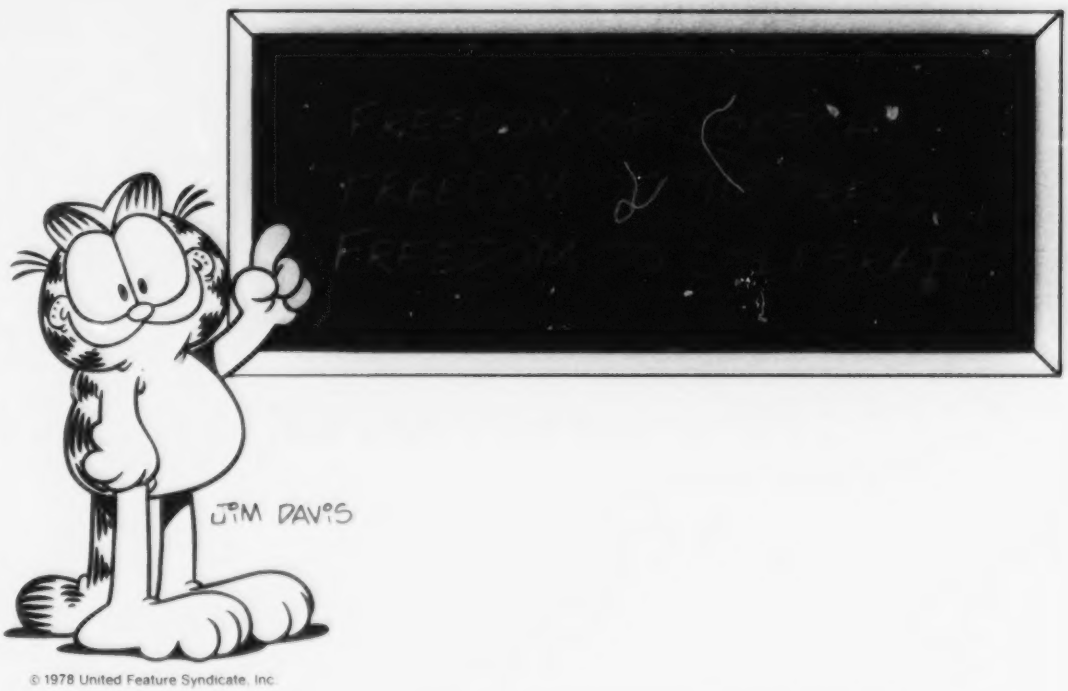

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NEWSPAPER IN EDUCATION WEEK
March 4-8, 1991

Sponsored by the American Newspaper Publishers Association Foundation and the International Reading Association

INSTRUCTIONAL MATERIAL AVAILABLE FOR NEWSPAPER IN EDUCATION WEEK 1991

Citizens Together: You and Your Newspaper **(NEW for 1991)**
Approximately 30 pages in length. Co-authored by Sherrye Dee Garrett of the Lancaster Newspapers, Inc., Lancaster, Pennsylvania; and Beverly Morrison, Fairfax County Public Schools, Annandale, Virginia, this NEW curriculum is available for Newspaper in Education Week 1991. It focuses on both the Bill of Rights and the newspaper, with the dual objective of developing student familiarity with each. Amendments are addressed in either daily lesson plans or supplemental activities. Topics for the five-day lessons are: (1) Your Right to Know, (2) Your Right to Express Your Opinion, (3) Your Right to Worship, (4) Your Rights in a Trial, and (5) Your Right to be Secure. The lessons incorporate reading and writing skills in each of the five topics. For all grade levels.

Camera-Ready Packet ($5.00 each) Quantity_____ TOTAL_____
Individual Booklet(s) ($1.50 each) Quantity_____ TOTAL_____

Read All About It! Your Neighborhood, Your Nation, Your World
Approximately 30 pages in length, created for NiEW 1990. Co-authored by Sherrye Dee Garrett and Mary Ann Gray of Pennsylvania, this curriculum is based on five theme areas identified by the Geographic Education National Implementation Project (GENIP). The lessons incorporate reading and writing skills in each of the five themes, a different theme each day. There are 20 pages of lesson plans and worksheets. For primary, intermediate, and secondary students.

Camera-Ready Packet ($5.00 each) Quantity_____ TOTAL_____
Individual Booklet(s) ($1.50 each) Quantity_____ TOTAL_____

Newspapers: Exploring the Dimensions of Thinking
Approximately 30 pages in length, created for NiEW 1989. Co-authored by Sherrye Dee Garrett of Pennsylvania and Barbara Kapinus of Maryland, this curriculum is designed to help students develop and expand their thinking skills. Each lesson introduces the teacher to the thinking process to be studied. Student objectives are stated next, followed by a list of pre-organizing strategies. Student worksheets accompany each lesson plan. For all grade levels.

Camera-Ready Packet ($5.00 each) Quantity_____ TOTAL_____
Individual Booklet(s) ($1.50 each) Quantity_____ TOTAL_____

Creating a Classroom Newspaper
Approximately 30 pages in length. Co-authored by Nancy Becher of New York and Sherrye Dee Garrett of Pennsylvania, this curriculum is designed for five days of instruction. It allows your class to practice, prepare, and create its own newspaper. Each day's work has been organized with a teacher's lesson plan, student worksheets, and ideas for additional activities. For elementary, middle, and secondary levels.

Camera-Ready Packet ($5.00 each) Quantity_____ TOTAL_____
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(over)

Writing with the Newspaper: Ideas for Teachers
Approximately 33 pages in length. Co-authored by a committee chaired by Judy True and Judy Long of Georgia. Designed for Grades K-8 and has accompanying suggestions for home involvement. Valuable for educators, NIE Coordinators, and others who are interested in developing good writing and composition skills in young people.

Camera-Ready Packet ($5.00 each) Quantity_____ TOTAL_____
Individual Booklet(s) ($1.50 each) Quantity_____ TOTAL_____

Newspaper in Education Week: A Curriculum Guide
Approximately 36 pages in length. Divided into three parts for elementary, middle, and secondary students. Each section provides instructional activities designed to acquaint students with the newspaper and how it can extend and enhance all subject areas. Activities are provided for language arts, social studies, mathematics, and science.

Camera-Ready Packet ($5.00 each) Quantity_____ TOTAL_____
Individual Booklet(s) ($1.50 each) Quantity_____ TOTAL_____

Newspaper Activities for Parents and Parent Workshops
Approximately 60 pages in length. This curriculum is designed to aid councils, newspapers, and schools in developing programs to strengthen the role of parents in enhancing the learning process through the use of the newspaper.

Camera-Ready Packet ($7.00 each) Quantity_____ TOTAL_____
Individual Booklet(s) ($1.50 each) Quantity_____ TOTAL_____

The NiEW Curriculum Used in 1985
Approximately 70 pages of activities for grades K-12, which include bulletin board ideas, lesson plans, and worksheets for both group and individual activities in the curriculum content areas of language arts, science, math, health education, and social studies.

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October 1990

Dear Colleague:

Newspaper in Education Week 1991, March 4-8, will be here before we know it. We are pleased to be able to send the enclosed packet, which contains a variety of materials designed to help you celebrate the special week with teachers and students.

NIE Week's theme for '91 is the bicentennial of the Bill of Rights. Curriculum materials on the topic can be found in "Citizens Together: You and Your Newspaper," a set of five lesson plans--one for each day of NIE Week--written at three levels of complexity.

Also enclosed is a Manual for Publishers and NIE Specialists, a handy compendium of tried-and-true ideas for observing NIE Week. The manual was originally written for NIE Week '89, but we know you'll find the ideas presented still worth adapting for your newspaper and the schools in your area.

And once again Garfield, everybody's favorite cat, will help you promote NIE Week. In the packet you'll find several camera-ready ads, produced in varying sizes.

And more: If you'd prefer to have this year's curriculum in camera-ready form or if you'd like materials produced for previous years, you may order them for a nominal charge from our NIE Week partner, the International Reading Association. See the enclosed flier for details.

NIE Week works. Last year more teachers and more students used newspapers in class during the first week of March than ever before. We hope you'll use the materials we've developed for this year's celebration to produce an even bigger and better special week in your area.

Best of luck--and do plan to let us know how your newspaper celebrated NIE Week. We'll send a form requesting examples in an upcoming issue of our newsletter, "Update."

Sincerely,

Betty L. Sullivan

Betty L. Sullivan
Educational Services Manager

Enclosures

END

U.S. Dept. of Education

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ERIC

Date Filmed

March 29, 1991